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ABSTRACT

New Jersey's first comprehensive plan for the development of child care services is presented in this report. Section I offers an overview of contemporary issues that are central to the provision of child care services. Issues include the status of child care in New Jersey and the concerns raised by parents, advocates, and providers in child care hearings and conferences, which began in 1984 and will continue to 2000. Contents focus on availability, affordability, and accessibility of services; quality of care; regulation and subsidization of the system; the profession of child care; parental role and responsibilities; and ways to meet the unique needs of families. Section II explains the seven findings and 43 recommendations which evolved from analysis of the material. Explicit strategies for implementation are outlined whenever possible. Discussion follows the sequence of issues presented in the first section. A child care plan fiscal summary for fiscal year 1989 is included. Section III offers conclusions. A total of 36 references are cited. The glossary includes definition of terms. Graphs and tables are appended. (RH)

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CHILD CARE: TODAY'S CHALLENGE FOR TOMORROW

THE NEW JERSEY CHILD CARE ADVISORY COUNCIL

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CHILD CARE: TODAY'S CHALLENGE FOR TOMORROW

A Comprehensive Plan for the Growth and Development of Child Care in the State of New Jersey

Prepared by:

THE NEW JERSEY CHILD CARE ADVISORY COUNCIL
CIRO A. SCALERA, Chairperson

Submitted to:

THE HONORABLE THOMAS H. KEAN
Governor of the State of New Jersey
and
THE NEW JERSEY LEGISLATURE

Drew Altman
Commissioner
Department of Human Services

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Commissioner
Department of Community Affairs

January 1988

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Honorable Thomas H. Kean
Governor of the State of New Jersey

Honorable John F. Russo
President of the Senate

Honorable Charles L. Hardwick
Speaker of the General Assembly

Dear Governor Kean, Mr. Russo and Mr. Hardwick:

The New Jersey Child Care Advisory Council is pleased to present you with *Child Care: Today's Challenge for Tomorrow*, New Jersey's first full-scale child care plan.

The plan, requested by former Department of Human Services Commissioner George J. Albanese at the council's initial meeting in December 1984, dramatically illustrates the universal concern of providers, parents and child care advocates that our state take a leadership role in the movement to meet the increasing demand for child care services.

Success in our endeavors will require the dedicated participation of many factions. Because of your commitment to New Jersey's children and families, and your recognition of the role of an effective child care system in the development of a sound economy, the council looks to the state of New Jersey to develop far-ranging policies that will facilitate the implementation of the plan's recommendations. We thank you for your past support and look forward to working with you in the best interests of New Jersey's children and families.

Sincerely,

Ciro A. Scalera
Chairperson

Carolyn Atherly
Vice Chairperson

Dianne Keel Atkins
Treasurer

January 1988

THE NEW JERSEY CHILD CARE ADVISORY COUNCIL

The New Jersey Child Care Advisory Council is a statutory body created by the Child Care Licensing Act of 1983 (Public Law 1983, Chapter 492). The council is charged with providing advice and recommendations on child care needs, priorities, programs and policies to the Commissioner of the Department of Human Services, the Director of the Division of Youth and Family Services and the Director of the Division on Women. Its three-tiered structure is comprised of representatives from seven established New Jersey child care organizations; representatives from twelve organizations with an express interest in child care and children; and six representatives from the community at large. Representing a wide cross-section of New Jersey's child care interests, the council is dedicated to implementing a policy that will insure that the families of this state have the opportunity to receive a quality child care support system.

Membership

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Department of Education

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EXECUTIVE SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

Availability, Affordability and Accessibility

More affordable, accessible quality child care resources are needed to meet New Jersey's growing needs.

A comprehensive, multi-correlated impact study must be completed to determine present and future child care needs, costs and benefits.

Existing child care resources including center-based and family day care homes must be expanded to meet changing community needs.

An infant/toddler care system and a statewide needs assessment for school-age child care must be developed to address the acute shortage in these areas.

One office within state government must be created to be responsible for the coordination of all aspects of child care policy and service development.

FISCAL AGENDA: $2,525,000 in SFY '89 and $2,000,000 in SFY's '90 and '91. Excludes funds for Infant/Toddler Family Day Care System and a State Office on Child Care which will be determined at a later date.

Quality

Children and families who utilize child care services are entitled to a quality child care experience. Parents need information to help them determine what constitutes quality in a child care program. An incentive system which would uniformly recognize those programs that exceed mandated baseline quality standards is needed. The general public must also be educated in understanding its role in providing and insuring quality child care services.

A uniform incentive system must be established which recognizes programs that exceed current mandated minimum quality standards.

A public relations campaign must be developed to increase the knowledge of parents and the general public about quality child care.

FISCAL AGENDA: $350,000 in SFY '89. Excludes funds to establish a statewide accreditation system.

Regulation

Parents and child care professionals agree that there is a need for state government to set minimum regulatory standards for the provision of all child care services.

State government must set minimum regulatory standards governing the provision of **all** child care services.

Subsidizing The System

Additional staff must be allocated to the DYFS Bureau of Licensing to meet its additional child care workload responsibilities.

Sufficient funds must be appropriated to the Family Day Care Provider Registration Act to encourage the voluntary registration of homes by sponsoring organizations in their designated geographical areas and to institute mandatory state registration of family day care homes in SFY '90.

FISCAL AGENDA: $3,390,000 in SFY '89 and $4,000,000 in SFY '90.

Government and the private sector must join forces to provide additional child care subsidies for eligible populations.

An ongoing funding source for child care services must be secured through possible revisions of New Jersey tax laws. A Public Private Child Care Partnership Trust Fund to help subsidize the cost of care to low and moderate income families should be established. Legislation and bond issues to provide low interest loans or grants for expansion of child care facilities and to help meet renovation costs for compliance with state building fire codes and licensing requirements must be supported.

Existing child care resources must be expanded by increasing funding for Head Start and Social Services Block Grant contracted programs, family day care sponsoring organizations, and voucher child care subsidy programs, to raise the number of available slots throughout the state.

Funding must be targeted to teenage parents and other specific populations who are in critical need of child care services.

Funding to the New Jersey Child Care Resource and Referral System should be increased to provide adequate service in all 21 counties.

To promote a leadership role for state government in the provision of child care services to employees, additional funding is needed to establish child care programs for state employees.

All child care programs in New Jersey supported by, or affiliated with, religious organizations must be identified and strongly encouraged to provide more broad-based support.

FISCAL AGENDA: $17,500,000 in SFY '89, $18,000,000 in SFY '90 and $17,000,000 in SFY '91.

The Profession

Child care professionals have expressed concern about certification requirements for early childhood educators, the training and management needs of child care staff, and the low salaries and benefits paid to caregivers.

A comprehensive survey of salaries and benefits paid to child care staff must be completed and analyzed. Solutions, such as the development of a wage scale for child care employees in programs funded by the state, should be immediately identified and implemented.

A study should be commissioned by the New Jersey Department of Education, in cooperation with the state's Department of Human Services, to determine the long-term impact of the changes in teacher certification related to the provision of services and the quality of care in early childhood programming.

Child care training courses, based on a comprehensive training model which fosters career development and addresses multi-cultural lingual approaches, should be made available and accessible to child care providers.

In order to attract and retain qualified individuals in the child care field, society-at-large must be educated to recognize child care as a worthy and desirable profession.

FISCAL AGENDA: $1,000,000 in SFY '89. Excludes funds for salary upgrades in SSBG funded child care programs.

Parental Role and Responsibilities

The child care provider who offers a variety of essential services to working parents is able to assist parents with their need for support services. At the same time, parents have unique abilities and talents that can enhance programming and/or advocate for services. A partnership approach between child care providers and parents will benefit the provider, the parent and, especially, the child.

All child care programs should be required to have parent organizations, parent groups or parent advisory committees, and encouraged to actively seek parent input into the program, including its goals and objectives.

Child care programs should be designed to encourage parental involvement.

Parents and providers must work together to insure that programs are sensitive to and appropriate for multi-ethnic populations.

FISCAL AGENDA: To be addressed through funds made available in other areas. Excludes funds for multi-ethnic sensitivity.

Meeting Families' Unique Needs

Parents and children with special needs also require child care services. Since the child care industry has not kept pace with mainstream needs, the child care needs of special populations are often unaddressed.

The Division of Youth and Family Services' (DYFS) child care staff education program on the problems of child abuse and neglect should be expanded to include information on working with families experiencing problems of domestic violence and substance abuse and made available for all child care personnel.

DYFS should increase the enrollment of children under protective service supervision in SSBG funded community-based child care centers, as well as establish a crisis care system to make respite care available to high risk populations.

The New Jersey Department of Human Services must take a leadership role in encouraging and assisting child care programs to provide a family-centered approach to services. This approach should allow for the recognition of cultural differences, while attempting to meet the multi-service needs of families. Private agencies (e.g., bilingual/multi-cultural or family day care sponsoring organizations) should be contracted to recruit, train, and monitor bilingual/multicultural family day care providers.

A network of support services (health, economic potentials, human services, education and labor related) must be developed and made available to teenage parents. School districts must be encouraged to provide parenting classes to teenage parents as part of the already mandated family/life education curriculum.

The comprehensive child care needs assessment must adequately address the child care needs of families with children having special medical, physical and/or emotional needs; in-depth solutions to providing child care services for these specific populations must be explored.

Coordination and cooperation between school systems and child care providers serving populations with special needs and handicapping conditions must be improved so that all eligible children in New Jersey have equal access to mandated services.

FISCAL AGENDA: $450,000 in SFY '89. Excludes funds for special needs training, statewide crisis care system, support services for teen parents, and special needs child care.

INTRODUCTION

Development of *Child Care: Today's Challenge For Tomorrow*

The Child Care Advisory Council, established in 1984, began to work in earnest on the development of this comprehensive plan in 1985. Statewide hearings were held in the spring of 1986, followed by a statewide conference in October, 1986. Since that time the council has been involved in an in-depth analysis of the issues and materials presented at these two forums. Pertinent new information or issues which have come to light since the hearings and conference have also been examined and addressed in this plan as deemed appropriate.

Child Care in New Jersey: An Historical Perspective

Child care first gained national prominence in the 1940's. Prior to that time the principal domain of child care in New Jersey and in the nation was the home. Although private educational and custodial programs for young children operated as early as 1887, they were largely supported by philanthropic organizations and served the children of widows or single mothers. These New Jersey programs operated without any government involvement, the assumption being that the education and training of young children were the responsibilities of the family. Where parental care ceased or was inadequate, religious organizations or social service agencies were expected to provide the necessary intervention unaided by the state.

With the coming of the Second World War, national defense needs placed large numbers of women, including mothers, in the work force, creating a need for child care programs that far exceeded the minimal supply. New child care programs, attached to public school districts, were established to meet immediate needs. These programs were fiscally dependent on the federal government. Therefore, when the war ended in 1945 and federal funding ceased, the programs closed. For the most part women then returned to their homes, again making child care and housekeeping their primary concerns.[1]

Not until the 1960's did child care, mostly via early childhood development programs, again emerge as a major national issue. Head Start, Day Care 100, state operated and Title XX funded day care programs began to emerge during this decade. The growth of child care services in the state was reflected in both the expansion of the number of child care programs and in the variety of program types that became available. At the same time that the number of licensed child care centers increased from 400 in 1965 to 800 in 1975, there also appeared a number of family day care sponsoring agencies and a small but expanding number of recreational after-school programs. From the 1960's through the 1970's, state involvement in the regulation, sponsorship, and support of child care expanded in a pattern characterized by gradual and incremental growth.

Current Status of Child Care In New Jersey

Entering the 1980's there was a rapid expansion in both the need for child care and the growth of this industry. By 1987 there were some 1,850 licensed child care centers, 900 known family day care homes sponsored by 25 family day care organizations, and 230 known school-age child care programs. New Jersey government, under the leadership of Governor Thomas H. Kean, had responded to the growing need for child care with a number of state initiatives:

- Creation of a statewide Child Care Advisory Council;
- Implementation of two subsidized child care voucher demonstration projects;
- Implementation of a statewide child care resource and referral system;
- Establishment of a school-age child care planning project;
- Establishment of a vigorous state government effort to promote employer-supported child care;
- Enactment of a voluntary Family Day Care Provider Registration Act, New Jersey Public Law 1987, Chapter 27;
- Increase in the number of government subsidized child care spaces through the appropriation of $1 million in state funds in Fiscal Year 1986, and $2 million in SFY 1988;
- Design of child care services for a major welfare reform project; and
- Creation of a state funded Head Start-like program through an initial appropriation of $1 million in state funds in SFY 1988.

The Child Care Advisory Council's decision to establish a long-term child care planning process through the year 2000 demonstrates New Jersey's commitment to focus on the need for incremental development of its child care resources. The council plans to continue the community process for input into child care planning which began with a 1984 statewide child care conference, *Child Care In The 1980's: Cooperative Response to Child Care Needs*, followed by the Regional Child Care Hearings in the spring of 1986 and culminated that fall with the Statewide Child Care Conference, *Child Care: Today's Challenge for Tomorrow*.

It is the council's hope that the spirit of cooperation and understanding forged by these events, guided by the knowledge and expertise of child care professionals and parents, has put us on the road to addressing fully our society's complex child care needs. We are truly at a beginning. Through this plan the council seeks to outline the current state of child care in New Jersey, presenting its problems, accomplishments and needs. Many recommendations are made. Some have well-planned strategies for implementation outlined; others are by necessity rather sketchily defined and will be addressed fully in subsequent years. Throughout the process of plan development the council found that although problems were always clearly delineated, the solutions to these problems were not always so easily discerned.

Today's changing family structure and work force composition necessitate examination of a wide array of solutions to the current child care dilemma. Society must begin to value both work and the raising of children equally. Policies in the work place must provide an environment supportive of the family unit. Solutions must be sought not only to increase the availability of care outside the home, but to establish

policies in the work place which will allow those parents who wish to retain a larger portion of their child rearing responsibilities to do so. Generous parental leave policies, flexible work schedules and job sharing are a few of the options which must be encouraged.

Strong commitment from society at large, as well as from government, is needed if child care needs are to be met. With approximately 70 percent of New Jersey preschool and elementary school children projected to have working parents by 1990, and with increases in this percentage anticipated through the year 2000, the state must begin to look toward the development of a comprehensive policy at the national and state levels to provide and or subsidize child care to an adequate level for all working families.

If the current child care dilemma is not immediately addressed, with the difficult solutions being sought, we will continue to perpetuate a system which inadequately meets the child care needs of New Jersey's families. An acceptable balance between affordability and quality of child care must be achieved. Today, by and large, child care staff earn poverty level wages.[7] Yet they are expected to provide adequate care for our children as well as an educational program and nurturing experience.

There are many problems facing child care today: low staff salaries, staff turnover, and the lack of affordable insurance to name a few. However, these issues can and must be addressed. With this plan, a quest to make affordable quality child care services available for those who need it is begun, with full knowledge that there are no simple solutions, yet with a firm commitment to face and resolve our problems.

SECTION I:

OVERVIEW OF THE ISSUES

This section presents an overview of the issues critical to child care today. Information was drawn from testimony given at the child care hearings and from the statewide conference workshop reports, as well as from completed research. The current status of issues, a definition of problems and, when possible, their solutions are presented.

The issues facing child care today are complex and interrelated; no one problem stands alone. Just one example of this complexity is the fact that any issue can be approached from the perspective of the provider (the caregiver), the consumer (the parent), or the recipient of services (the child). Benefits and liabilities to all these parties must be weighed before defining any solution.

This complexity creates the organizational problem of making sure that all elements receive full attention in their proper context. Thus, in order to place issues in proper context, we have linked some together under subtopics. While many issues could be regrouped and viewed from other perspectives, the chosen method of presentation seemed best to integrate all points of view. It must be pointed out that not all areas have been sufficiently researched in order to present solutions at this time. Therefore, the lack of a stated or suggested recommendation in this section does not represent an inconsistency in presentation but rather denotes a problem whose solvable course has yet to be fully determined.

PRESENTING THE PROBLEM: AVAILABILITY, AFFORDABILITY AND ACCESSIBILITY

Changing Needs

From one perspective, New Jersey's economic outlook is positive with substantial growth projected. The number of people participating in the work force and comparatively low unemployment rate (five percent) are indicative of our robust economy. The state's per capita income of $18,314 per year is second only to Connecticut's.[1] Yet living in New Jersey is expensive. The cost of housing alone in some parts of the state is by far the highest in the nation. This increase when combined with the rising costs of other indicators more accurately reflects the true cost of living in New Jersey.

Working women represent the second major source of family income. More women are working today because they want to and/or because they have to. Nationally over 60 percent of all women with children work; 54 percent have children under age six, and 68 percent have children between the ages of six and thirteen.[4] The number of women participating in the work force is expected to continue to increase into the next century.

An analysis of future trends conducted by the Division of Youth and Family Services' (DYFS) Bureau of Research, Evaluation and Quality Assurance indicates significant changes in the patterns of population growth. (See Appendix A, Figures 1-5 and Appendix B, Table 1.) Shifts in the composition of New Jersey families may be affected by changing social values, particularly those influenced by women. These include:

- Increasing numbers of more highly educated women;
- Educated women seeking and retaining employment for longer periods with the more highly educated maintaining longer terms of employment;
- Working women delaying marriage in favor of developing careers;
- More women marrying later, staying married longer, and having fewer children;
- Women returning to the work force and resuming their careers immediately after having children;
- Increasing numbers of families with both mother and father working, and fewer children.

Consequently, projections indicate there will be more families, but they will be of smaller size. Obviously these families will continue to rely on some form of child care if they are to work.

The ability of existing child care services to meet the growing needs of New Jersey's families has reached crisis proportions. The conflict between work and care for children has economic implications for both the family and employer with the availability of quality child care directly impacting on New Jersey's economy.

The need for child care crosses all economic strata: everyone who has children and works needs it. Approaches to address child care needs to date have been problem specific and barely meet a narrow spectrum of the total child care need. The United States is the only industrialized nation having neither a policy on child care nor on families.[5] Billions of dollars are spent each year nationally and millions in New Jersey on specific programs designed for individuals who meet narrow eligibility criteria or who have special needs requiring immediate attention. Social legislative efforts have responded to the most needy by providing a "safety net" when all else has failed. To date, human services planning appears to be a matter of prioritizing the problems, assessing the resources, and delivering services based on the outcome of the balance.

With reductions in federal funding levels and the rapidly increasing demand for child care services, policy makers have often been faced with difficult decision-making choices. These often require striking a balance between meeting the needs of the numbers of children requiring services and the costs to caregivers for providing quality child care services. Caught in this reactive cycle, policy makers have failed to address child care needs in a comprehensive manner.

Urban, Suburban and Rural Needs

The distribution of child care and early childhood education services in New Jersey differs from community to community. In some areas, families are provided with a wide range of services; in other areas the options may be very limited, if resources exist at all. Unfortunately in most communities, the growth of children's services has failed to keep pace with the tremendous need for child care and early childhood programs.

In accordance with the economic laws of supply and demand, increasing numbers of preschool education or nursery school programs in suburban areas are providing services to meet the needs of the growing numbers of upwardly mobile families with higher incomes who can afford to pay for these services. Rapid economic growth and the development of suburban communities around central transportation corridors in New Jersey are placing a strain on providers located in the central (Trenton and New Brunswick areas), southern (Cherry Hill and Camden areas), and northern (Interstates 78, 80 & 287) portions of the state. High real estate values in these areas make it increasingly cost-prohibitive for agencies to open new center-based programs. It is anticipated that dual-income working families, competing for available child care slots, will gradually drive up the market value of child care services, particularly in the aforementioned areas.

In predominantly rural counties, funding for child care services is insufficient to subsidize the costs of establishing new programs. In these sparsely populated areas, family day care homes, the majority of which are unregulated, often provide the only available source of child care. For example, Social Services Block Grant (SSBG) funding, which provides center based child care services for low and moderate income families, is not available in Hunterdon or Cape May counties. Many rural counties in New Jersey also have the lowest per capita income.[7] Low income families, particularly adolescent parents, cannot afford the cost of unsubsidized care even if services are available.

New Jersey's largest urban centers are experiencing a decline in their economic growth.[8] Urban areas have the highest concentrations of economically disadvantaged families who would benefit from quality child care and early childhood education programs. According to the Division of Public Welfare, 71 percent of New Jersey's Aid to Families with Dependent Children (AFDC) recipients reside in just twenty-one cities. (See Appendix B, Table 26.)

The cost to rent space tends to be higher in urban areas resulting in higher child care costs. Low income families would be unable to afford the cost of care without some form of assistance. Although a higher percentage of Head Start and SSBG funded programs are located in urban areas, current funding is still inadequate to meet the needs of families requiring access to quality child care and early childhood development services.

Availability

Child care resources and supports exist in limited numbers in a wide variety of forms, including:

- Licensed center-based programs for infants, toddlers and preschoolers up to age six, including early childhood development programs, bilingual/multicultural programs and programs providing care for children with special medical, physical and/or emotional needs;
- Family day care homes in which care is provided for a fee to five or fewer children in the home of a caregiver;
- In-home care in which a caregiver comes into a parent's home to provide care for the family's children;
- School-age child care programs for children in kindergarten through elementary school grades, offered in a variety of settings, including but not limited to: schools, community agencies, private child care centers and recreational facilities;
- Crisis nurseries and respite programs, which provide drop-in care for children to relieve parents from caregiving responsibilities during periods of high stress/anxiety;
- Child care programs and family day care homes for sick children, which provide care for children when they are mildly ill and therefore unable to attend school and/or their regular care arrangement;
- Child care resource and referral services which provide the public with information regarding available child care programs/resources within specific geographic areas throughout the state; and
- A variety of employer supports varying from provision of on-site child care services to voucher subsidy arrangements.

The general availability of these services in New Jersey is quite limited, with the most select services being more often the least available, accessible and/or affordable to those needing them.

Although information is available on the methods used nationwide by families to care for their children, a major study has never been undertaken in New Jersey to assess the actual patterns of use, preference, and costs regarding child care arrangements. However, as indicated in Figure 6 in Appendix A, in response to the need for services, the supply of licensed child care and early childhood education programs has increased by over 230%, from 800 centers in 1975 to nearly 1,850 in 1987. However, the actual number of available child care slots (the capacity or number of children a program can serve) has not kept pace with demand. DYFS' Bureau of Licensing estimates that the 1,850 programs, many of which are nursery school programs not offering child care services, currently have the capacity to serve approximately 105,000 children. (See Appendix A, Figures 8-10 and Appendix B, Tables 2-4.) In New Jersey, 1980 Census data indicated that 356,000 pre-school children had working parents. Projected 1990

figures indicate that there will be 409,000 preschool children, birth to five years of age, with working parents. (See Appendix A, Figure 3).

With increasing numbers of women participating in the work force, the lack of available child care has created critical gaps in service. The need for child care services for infants, school-aged children and children with special needs has grown particularly acute. It is estimated that the number of children younger than six needing care will increase from the estimated 409,000 children in 1990 to 435,000 children by the year 1995.

The number of school-age children (ages six to thirteen years) with a single parent employed or both parents employed will increase from an estimated 570,000 children in 1990 to 593,000 children by the year 1995. (See Appendix A, Figure 3).

Affordability

The increased incomes of today's families provided by the wages of working parents may not be sufficient to meet child care costs. Yet child care and early childhood education programs can no longer be regarded as a luxury. They are a choice made out of need, not out of preference, and parents can no longer shoulder the full responsibility of paying for the total cost of care. The current subsidized child care system (SSBG) for income eligible populations has slots available for only 3 percent of the eligible population. Most low and moderate income families in New Jersey are willing to pay their fair share but lack the financial resources necessary to afford the total cost of quality child care services when it is available.

The cost of child care services poses a significant obstacle particularly for single parents and those who are trying to become economically self-sufficient and self-supporting. In 1981, 1982 and 1986, DYFS' Bureau of Research, Evaluation and Quality Assurance conducted surveys of licensed privately operated child care centers to identify the cost of "all day" care based on fees paid by parents. The 1986 survey, based on a random sample of 120 programs, revealed that the average cost to serve infants was $75.00 per wk., with fees ranging from $39.00 to $125.00 per week. The cost to serve pre-schoolers ranged from $28.00 to $93.75 per week with an average cost of $55.00 per wk. (See Appendix A, Figures 11-16 and Appendix B, Table 5.)

For thousands of New Jersey families, two incomes are necessary just to keep above the poverty level. Low and moderate income families thus purchase child care by sacrificing other basic goods or services. For example, a family of three with an annual income of $13,500, forced to spend $3,600 yearly on the cost of child care for one infant, needs assistance to participate in the work force and remain contributing members of society.

In addition to helping families pay for child care expenses, other supports are needed. According to the Children's Defense Fund, the United States does not have a parental policy guaranteeing parents job security when they return to work after child birth and providing some replacement of job wages for a short time. This means that parents

of infants as young as two weeks must place their infants in child care settings and return to work to keep their jobs and put food on the table.[8] Legislation is needed not only to increase the funding available for child care subsidies, but to establish fair and equitable leaves and disability policies for New Jersey's parents. These policies should insure a reasonable leave of absence, guaranteeing no loss of job or career status, so that parents can care for newborn, adopted or sick children.

Accessibility

Because of the distribution of existing resources, programs are not always conveniently located or accessible to parents needing care. Transportation between the home or worksite and the caregiver is particularly a problem for low income families. Parents must be able to access child care services, or those services are of little use to them. Transportation is also especially important when providing child care services to high risk families. Public transportation is expensive and may be unreliable in urban areas. Suburban areas may lack adequate public transportation and in rural areas public transportation may not even exist.[9]

The admissions policy for Social Services Block Grant (SSBG) funded child care services requires contracted agencies to achieve and maintain 15 percent of their funded slots enrolled with children identified as being abused, neglected, at risk or with special needs. Yet no provisions have been made to meet the transportation needs of these families. These needs would be better met if affiliation agreements are negotiated between the public and private schools, which provide transportation services, and community-based programs, which provide child care services.

A voucher payment system (see Glossary, page 92) used as an alternative method of providing subsidized child care to low and moderate income families can offer many advantages in making child care accessible. Vouchers promote the diverse use of all licensed child care centers and approved family day care homes. They may be used for center-based or family day care services provided in both for- and not-for-profit agencies, thereby enabling the private child care sector to participate in the subsidized child care system.

Vouchers empower parents with freedom of choice and provide them with flexibility to choose the location and type of provider that best meets their child care needs. They are most effective when child care resource and referral information and education as to what to look for in a child care program or provider are also provided to the parent. They are economically efficient, costing less to administer than developing and maintaining new programs. Vouchers also provide for ease of expansion into new areas to meet the service needs of changing populations.[10]

However, there is evidence that vouchers work effectively only when payment rates closely reflect the actual market value of the cost of care, where child care resources exist and when openings are available.[11] If the voucher system does not increase the capacity of the child care delivery system to serve more children, the potential to disrupt

the system is created. For example following the logic of supply and demand, a large influx of public and corporate voucher funding for subsidized child care services in a defined geographic area could raise the cost of care, given that a limited number of child care centers and family day care homes exist in that area. Currently, only a few voucher projects operate in New Jersey, providing publicly subsidized child care services to relatively few parents. Therefore, the potential for disruption of the system has been avoided thus far. Expansion of voucher use should be carefully planned and incrementally introduced in concert with a parallel expansion of current SSBG programs to be most effective in making subsidized care accessible to, and affordable for, low and moderate income families.

QUALITY OF CARE

Child care programs are primarily designed to meet the caretaking needs of working parents. While providing this service, they also focus on the developmental education of the child. Early childhood education programs, on the other hand, are primarily designed to meet the developmental education needs of children. These programs have historically not been designed to meet the child care needs of parents. However, many parents use early childhood development programs in the public schools, in private nursery schools or in Head Start to educate their young child and to provide child care for a portion of the day. Therefore, discussion of quality child care applies both to child care programs and to early childhood development/education programs.

The issue of quality in child care and early childhood education is an ongoing concern for parents and child care professionals, as well as for local communities, government and academic researchers. While the child care licensing law defines a base level of acceptable quality, there is a need to define quality above this base threshold and to provide parents with a standard measure for determining the quality of a child care or early childhood development program. With increasing public awareness that child care is needed by a majority of families, regardless of socio-economic status, quality child care is now a topic explored and debated by parents, employers, policymakers and the media.

Quality, as related to child care and early childhood education, has often been defined in individualistic terms, and has been implemented in response to particular philosophical and pedagogical views of providers.[12] It is possible, even given the varied types of programs available, to identify the essential aspects and objectives of quality child care and early childhood education programs. The following components are judged by the council as essential to the provision of quality services.

Positive Relationships

Ongoing positive relationships between caregivers and children, caregivers and parents, and among program caregivers are all-important. Open communication among all involved adults, and consistency of expectations and environmental stimuli for children, are also crucial.

Cultural Appreciation

Quality programs provide opportunities for the children to experience various cultures. Cultural appreciation should encompass the ethnic and racial background of the children served, and also promote knowledge and understanding of other cultures.

Credentialed Staff Members and Competent Leadership

All staff members need to have appropriate preparation for carrying out their job responsibilities. Advance training should be appropriate to each position on the staff. Program-specific pre-service training and ongoing in-service education should be part of the center program. Administrative and supervisory skills should be evident in the job qualifications of the professional staff and of the members of the board of directors where one exists.

Curriculum

Planned but flexible scheduling reflects systematic theories, principles and practices of children's developmental learning processes, emotional development, and group dynamics. The curriculum should allow for parent and staff input into the development of long and short range goals and objectives designed to serve the whole child. Once goals and objectives are established, the curriculum is consistently implemented and integrated with other service components to promote the intellectual, physical, social, emotional, and cultural growth and development of the child. Activities are planned to involve the children in creative, cognitive and physical learning and provide a balance between those that are child-initiated and teacher-directed. The schedule throughout the day alternates active and quiet activities designed to enhance large and small muscle motor development, as well as cognitive and emotional growth.

Sources of Support

Support services include, as part of the overall program, a broad range of medical, dental, mental health, and nutrition services designed to promote the health, safety and the general well-being of children. Efforts include infectious disease control and reporting mechanisms, accident prevention, child abuse and neglect prevention, maintenance of health history records, health screenings, and assessments with appropriate referral and follow-up.

Fiscal Solvency

An adequate variety of fiscal and in-kind resources should be maintained, rather than depending on one form of financial base.

Parent Community Involvement

Ample opportunities must be provided for parent participation in all aspects of program operation and for community leadership to be utilized.

Group Size and Staff Child Ratio

Small group size determined by the ages of the children in care is considered one of the key determinants of quality child care. It is important to plan for the number of children under the supervision of a caregiver, according to the age of the child: the younger the children, the fewer per caregiver.

Space, Equipment and Materials

Sufficient, appropriate amounts of indoor and outdoor space, together with equipment and materials that are appropriately chosen for the ages of children served, are important in establishing a secure, nurturing environment for children.

Advocacy

A quality child care program promotes an improved image of child care through educational programs, public relations activities, and appropriate forms of public and private advocacy.

Regulations and Recommendations

The effort is made in quality child care programs to exceed state and local licensing requirements, and to work toward meeting professional accreditation programs such as that sponsored by the National Association for the Education of Young Children.

Once the components of quality child care have been identified and defined, it is necessary to address three additional related issues: obtaining support for quality child care programs and services, determining whose responsibility it is to insure quality performance, and establishing and maintaining a continuum of care.

Obtaining Support

A systematic approach to program development is needed to secure the necessary tangible support for creating and maintaining quality child care. Among the essential actions to be carried out are: the hiring of trained and experienced staff members; the marketing of child care services to appropriate clientele; identifying and obtaining financial, in-kind and volunteer resources; and participation in community and regional coalitions that address family/child issues.

Determining Responsibility

In addition to the work of the owners and operators of child care programs, other segments of the community have responsibility for maintaining quality services. Among those responsible are board and advisory committee members, state and local regulatory officials, accreditation personnel, funding sources and, most importantly, the parents of children in programs. Parents who know what to expect from children's programs, who are regularly on the premises, and who participate in program activities and policy making provide one of the best means to maintain quality care. Parents and others should also understand and be prepared to comment on or report conditions that are not in compliance with regulations.

Establishing and Maintaining a Continuum of Care

Children benefit from reliable and consistent caregivers and routines both on a daily and ongoing basis. It is ideal to establish child care programs that provide services for the same children throughout the day or evening, over a year's cycle, and over time from infancy through school age. When this is not possible, it is essential that caregivers and parents share appropriate information to ease the child's transition from one care arrangement to another.

Another contributor to a well-constructed continuum of care is the development of an adequate funding base that will permit a gradual rather than immediate decrease in subsidy funding for families whose incomes grow to exceed eligibility limits. The provision of a continuum of child care also rests on the ability to have broad-based community

planning for child care services, on cooperative ventures among members of the child care community, and on active participation from parents.

To summarize, quality child care should be available for all children and programs should demonstrate high standards of operations. Quality child care programs:

- Serve the whole child by enhancing intellectual, physical, emotional, and social development to his or her full potential;
- Provide competent caregivers and experienced administrative and supervisory leadership;
- Secure adequate financial and in-kind resources;
- Provide opportunities for and expect participation of parents and other community members in ongoing operations; and
- Comply with or exceed regulatory requirements and strive to meet professional accreditation standards.

In addition, it is essential that parents be provided with a uniform method for determining the quality of any child care program.

CHILD CARE REGULATION

The health, safety and general well-being of all children served in New Jersey's child care delivery system must be protected regardless of the form or mode of care. In New Jersey, preschool (birth through 5 years) center-based care is regulated. Initial standards are being developed for family day care, but standards to regulate school age child care services are still needed.

Since 1983, the Division of Youth and Family Services' (DYFS) Bureau of Licensing has experienced a significant increase in its child care center licensing responsibilities and workload. The number of licensed/regulated centers has grown from 1,600 in 1983 to 1,980 in 1987, a net increase of 23 per cent. The 1,980 includes some 1,850 centers with regular licenses and some 130 centers with Certificates of Life-Safety Approval. For this same period the number of complaints against child care centers received by the bureau rose from 150 to 685, an increase of 357 per cent.

The growth in the numbers of centers being licensed/regulated is largely attributable to changes in the state licensing law since 1983, which have added to the bureau's responsibilities: the licensing of 448 centers serving infants/toddlers (children under 2 years old); the regulation of 130 previously exempt centers operated by churches and religious organizations that are now required to secure Certificates of Life-Safety Approval; and the licensing of some 148 centers operated by municipal governments, including local park/recreation programs.

Although the bureau has received a few additional staff positions, the current number of professional, paraprofessional and clerical employees is not sufficient to allow the bureau to meet its increasing workload obligation. In order to meet its statutory mandate to insure that child care centers comply with state licensing standards more effectively, the bureau needs to increase its current complement of child care center program inspectors; its child care life-safety inspection staff; its supervisory staff; and its paraprofessional clerical support staff.

The Child Care Licensing Act

The protection of children in child care settings is of utmost concern to DYFS and its Bureau of Licensing. The bureau periodically insures that licensing standards for center-based care are revised and updated and standards for voluntary registration of family day care homes are currently being defined. To protect children, recent changes have strengthened licensing standards by requiring child care programs to involve parents, thus increasing awareness and improving quality.

The bureau is responsible for licensing, regulating, and monitoring all public or private child care centers serving six or more children below six years of age. Under the State Child Care Center Licensing Act (N.J.S.A. 30:5B-1 to 15), centers must comply with regulations constituting minimum baseline requirements in order to qualify for a License or a Certificate of Life-Safety Approval. Official regulations adopted by DYFS for center licensure are contained in the *Manual of Standards for Child Care Centers.*

The bureau currently maintains a staff of life-safety inspectors who, through periodic on-site visits, insure that the facility is in compliance with all applicable building, safety, health and fire protection codes or regulations. Inspectors also determine the maximum number of children that can be served and insure that every center providing transportation services meets state vehicle, driver and insurance requirements.

The bureau also maintains a staff of center program inspectors who insure that all child care agency staff, policies, records and program requirements are met in accordance with the Manual of Standards. Inspections include monitoring of the following: child-staff ratios; maximum number of children served; staff qualifications; classroom furniture and equipment; child discipline procedures; reporting procedures and record keeping; organized age appropriate program activities; nutritional requirements for meals served; resting facilities; required medical information for staff; and information to parents and parent community participation. Inspections are completed every three years as part of the licensing application or renewal process, unless a complaint has been made. All complaints made against a center are investigated upon receipt.

There is much concern regarding the time frame for scheduled visitations to centers by licensing staff. It would be far better if the bureau conducted annual life-safety and program inspections of licensed child care centers. Annual visits could better help to insure the safety, protection and well-being of children served in licensed centers and to promote the quality of care in these facilities.

Based upon the degree of center compliance, the bureau may:

- Issue a license identifying a center as meeting all requirements of the Manual of Standards and license it to operate for a three year period;
- Deny, suspend, revoke, or refuse to renew a license whenever a center refuses, fails, or is purposefully reluctant to comply with the requirements of the Manual of Standards;
- Issue a temporary license, identifying a center as being in substantial compliance with life-safety standards. In these cases there are no potential hazards that would endanger or threaten the general health or well-being of children in attendance. Although the center is able to operate, it must come into full compliance with licensing requirements within a required period of time. A time table of approximately 30 to 60 days is established during which deficiencies must be corrected; or
- Issue a Certificate of Life Safety approval to those programs which were operating prior to 1984 and which were exempt from licensure because they were sponsored by a church or religious organization. Because of a grandfather clause provision in the State Child Care Center Licensing Act, 130 such programs are currently not required to be licensed but must satisfactorily complete a Life-Safety Inspection by the Bureau.

Currently, the bureau has approved the operation of nearly 1850 child care centers. (See Appendix A, Figure 10 and Appendix B, Table 4.) Included are:

- 218 Head Start centers;
- One center operated by the state's Division of Developmental Disabilities (DDD);
- 15 DYFS-operated programs; and
- 1,608 privately operated centers and Social Services Block Grant funded centers.

Six exemptions to licensure are currently permitted by law. Exemptions of programs which serve children ages six years or younger include:

- Foster homes, group homes and other types of in-home residential facilities, and children's institutions, whether public or private, providing care on a 24-hour basis;
- Centers operated by public school districts and centers operated by private schools which are run solely for educational purposes, including kindergartens, pre-kindergarten programs and child care centers that are an integral part of a private educational institution or system offering elementary education in grades kindergarten through six;
- Centers or special classes operated primarily for religious instruction or for the temporary care of children while persons responsible for such children are attending religious services;

- Special activities programs for children—including athletics, hobbies, art, music, dance and craft instruction—which are supervised by an adult, agency or institution;
- Youth camps required to be licensed under the New Jersey Youth Camp Safety Act (P.L. 1973, c. 375), which is administered by the Department of Health; and
- Day training centers operated by DDD, since such programs are subject to licensing by that Division.

It is recommended that the Child Care Center Licensing Act (N.J.S.A. 30:5B-1615) be amended to:

- Clarify the provision in the existing law governing which children are counted in determining whether a child care program has met the definition of a child care center (threshold level), which could serve to eliminate inconsistencies in the threshold level between the Child Care Center Licensing Act and the Family Day Care Provider Registration Act;
- Require the state's Department of Education to adopt regulations governing early childhood education and child care programs operated by public schools, and mandate that such regulations contain standards that are no lower than the level of child care center licensing regulations adopted and implemented by DYFS;
- Modify the existing exemption for special activities programs in a way that restricts this exemption to programs providing only one kind of special activity and that serve children for less than two hours at a time;
- Extend the upper age threshold in child care centers for licensing purposes from six to thirteen years old and promulgate appropriate programmatic standards, making programs that care for school-age children subject for the first time to state licensure;
- Eliminate the current exemption from licensure of pre-school programs that are an integral part of a private elementary school system or institution with grades kindergarten through six;
- Require DYFS' Bureau of Licensing to conduct annual life-safety and program inspections of licensed child care centers in order to enable the bureau to better insure the safety, protection and well-being of children served in licensed centers and to promote the quality of care in these facilities; and
- Authorize DYFS to devise and implement administrative sanctions (such as fines) against child care centers that fail to comply with, or continuously disregard, the law and regulations.

Family Day Care (FDC)

Family day care is generally defined as the out-of-home non-residential care of five or fewer children in the home of a child care provider. In New Jersey, the Family Day Care Provider Registration

Act (P.L. 1987, C. 27), which authorizes procedures for voluntary registration of family day care homes, defines family day care as "a private residence in which child care services are provided for a fee to no less than three and no more than five children for no less than 15 hours per week." Providers who prefer to enroll fewer than three children may also become registered. By definition, no more than five children under the age of six years may be cared for at any one time (N.J.A.C. 10:122). The regulations pursuant to P.L. 1987, C. 27 are presently being developed and will include provisions for enrolling school-age children over the age of six years during, before and after school hours, during summer vacations and school holidays, and in homes that enroll only school-age children.

The decision to register family day care homes was based on the recognition that:

- Children are vulnerable, and government has a responsibility to protect them;
- Family day care is often the preferred form of care for families with: infants and toddlers, children with handicaps and other special needs, irregular parental work schedules and part-time or temporary work arrangements;
- The rapid growth of the family day care industry, with increasingly large numbers of children being cared for in these arrangements, necessitates regulation. (National statistics indicate that of the 47.6 percent of children cared for by non-relatives, 22 percent are in family day care homes as compared with 14.8 percent in center programs.[11]); and
- The growth of this industry has to be further encouraged if New Jersey is ever to meet its child care needs.

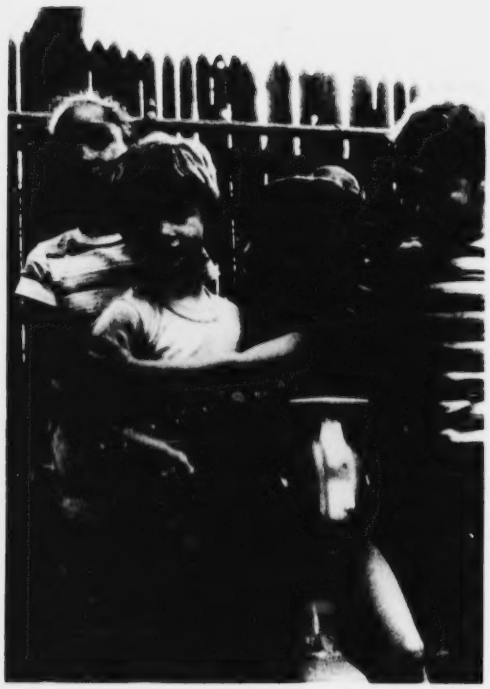
Presently FDC sponsoring agencies recruit, screen, select, train, monitor and evaluate the family day care providers who choose to become affiliates. In New Jersey, each of the known FDC sponsoring agencies functions autonomously and determines its own selection, training and monitoring procedures. However, most of the agencies are affiliated with the Family Day Care Organization of New Jersey, Inc., from which they receive technical assistance and professional support and information. Baseline statewide standards for family day care homes will be established with the promulgation of the regulations pursuant to P.L. 1987, C. 27.

In July 1986, the state's Division of Youth and Family Services (DYFS) identified twenty-five FDC sponsoring agencies throughout the state with an enrollment of approximately 900 providers serving an estimated 3,500 children. (See Appendix B, Table 6.) Since it has been projected that as many as 30,000 FDC homes may presently care for the children of working parents in New Jersey, it becomes essential to locate and recruit as many unaffiliated FDC providers as possible. To increase the number of known family day care providers and to make this form of care accessible to those who need it, it is essential

that the voluntary Family Day Care Provider Registration Act is adequately and appropriately publicized.

Other factors to be considered affecting the development of family day care homes are the costs associated with FDC home development and the roles of the FDC sponsoring agencies, including the approaches to be taken to reach independent providers.

Although the resources needed to develop new FDC homes may be less than those required to establish center-based programs, start-up and program maintenance costs do exist when developing this form of care. Tuition costs for FDC may often be the same as for center-based programs.



Under the current provisions of the Family Day Care Provider Registration Act, DYFS will contract with sponsoring agencies who will then register FDC homes in a designated geographical area. Funds presently allocated to DYFS for the community-based sponsoring agencies to register homes in specific geographic areas are insufficient to implement this system successfully. It appears that the sponsoring agencies under contract with DYFS will have the option to offer voluntary agency sponsorship to FDC homes in addition to voluntary state registration.

One of the key functions of the sponsoring agencies will be to clearly identify the advantages of registration and to share this information with each of the major groups involved in family day care: providers, parents and the community.

Children currently cared for in family day care homes affiliated with a sponsoring agency are in an environment that has been assessed by the sponsoring agency to be safe, healthy, and nurturing. It is also an environment in which they will have the opportunity to learn about other adults and to play with children of different ages, sexes and ethnic groups.

While the adoption of a voluntary family day care registration system is lauded in the absence of previous regulation, the Child Care Advisory Council must express extreme concern over the lack of a mandatory regulatory system for this form of care. A voluntary system cannot be enforced. If minimum guidelines for the provision of these services cannot be enforced, how can the safety of the hundreds of thousands of children presently cared for in family day care homes in New Jersey be insured? It is strongly hoped that successful implementation of the voluntary Family Day Care Provider Registration Act will pave the way for a mandatory family day care registration system in 1989.

School-Age Child Care

School-age child care is typically defined as a program, other than a family day care home, that provides care and supervision for children aged five to thirteen years during the hours before school begins, during school hours for kindergarten pupils, after school hours, and during school closings, holidays, and vacations.

School-age child care programs are provided in: public and private

school settings; in community-based agencies such as YMCA's, YWCA's and YMHA's; in recreation and park programs; and in day care centers that are publicly and/or privately funded or employer-supported. School-age child care programs which operate in schools may be sponsored by the school board, the parents or a community agency.

The immense need for school-age child care can be attributed to the shortage of existing programs and the impact of economic factors affecting New Jersey families. Nationally, 68 percent of the children between the ages of five and thirteen years have mothers in the work force.[14] At the same time, increases in the divorce rate and the growth of single parent families have changed the family's structure to the point where only 12 percent of all families are set up so that the father works while the mother stays home and cares for the children.

Of the estimated 880,000 school-age children in New Jersey, at least 567,000 have working parents. Only some 230 school-age child care programs, with the capacity to serve approximately 13,000 children, have been identified at this time. (See Appendix B, Table 7.) Because of the lack of regulation, the quality of care provided in these programs can neither be determined nor assured. It is therefore recommended that the state Child Care Center Licensing Act be amended to provide for the licensure of school-age child care programs serving children ages six to thirteen years.

Federal Social Services Block Grant (SSBG) funding, administered by DYFS, assists school-age child care programs to provide year-round care for less than 2,500 children through a combination of before- and after-kindergarten and after-school slots during the school year and a full-time summer care program. At this time the quality of care can be determined in these SSBG contracted programs as they are obliged to meet minimum standards established by DYFS.

Parents forced to entrust their children to providers who are unregulated can have little peace of mind. Parents must be assured that their children are being cared for in safe and secure environments that meet at least minimum standards required by law. Parents must also have a clear understanding of what child care arrangements are required to be regulated and what constitutes the minimum standards of care.

SUBSIDIZING THE CHILD CARE SYSTEM

Child care, early childhood education and child development programs, which are subsidized, are designed to meet the wide variety of needs for children from birth to thirteen years of age. Programs may provide a full range of services while parents or guardians are working, in training, seeking employment, incapacitated or in need of respite. These services may include direct care and supervision, instructional activities, specialized programs such as bilingual/multicultural or special needs care to meet identified needs. Also included may be

resource and referral programs, child care payment systems, indirect services designed to improve and/or develop the service delivery system by providing training and information for providers and support services to meet the nutritional and health care needs of children.

A variety of funding sources are available and are often combined to subsidize service costs in community-based child care agencies. Examples of primary and alternative funding available to providers include: parent fees; federal Head Start and Social Services Block Grant (SSBG) funds; county and municipal government funds; federal Community Development Block Grant funding; church, paternal and fraternal funds; community funds; the federally sponsored Child Care Food Program; federal Title IV-A funds; financing from industry and business organizations; grants from private foundations; and the fund raising efforts of parents and community boards.

Although government funding of New Jersey's child care delivery system is intricate and often confusing because of the many funding streams, it is very typical of the systems existing in other states. Specific eligibility criteria of various child care funding sources (e.g., Head Start, SSBG, Title IV-A, etc.) create gaps in services. Greater coordination at all levels is necessary to provide a variety of child care options offering socio-economic integration, a continuum and consistency of care, and high quality care fostering optimal child development.

Subsidies are provided from governmental and private sources to offset the costs of both direct and supportive services. In this section, the federally subsidized Head Start and SSBG funded programs will be discussed first, as they represent the largest block of child care subsidies available in New Jersey. State operated child care centers and family day care programs funded by the Division of Youth and Family Services (DYFS) follow. The Child Care Food Program, which provides subsidies to all the aforementioned programs, is presented next. Specific direct and supplemental child care services funded with state monies are then presented, followed by a description of an array of community supports, some of which also receive federal funding.

Head Start

Head Start is designed to help break the effects of the poverty cycle by providing pre-school children from low income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs. Head Start Performance Standards define education, health, social service and parent involvement as the four key service components necessary to meet the needs of the child and family. Services to handicapped children and their families are an integral part of Head Start programs. In New Jersey, Head Start has been serving children in both part- and full-time programs since 1966. As indicated in Appendix B, Table 10, services are primarily provided to children four years of age from families with incomes falling within the federal poverty income guidelines ($9,300 for a family of three).

The eleven-month program ranges in cost from $2,700 to $3,200 per child per year. Head Start grants currently receive 80 percent federal funding, and the remaining 20 percent constitutes a donor match re-

quirement which may include in-kind services. Federal funding is authorized by the Head Start Economic Opportunity and Community Partnership Act of 1978. Federal funding through the U.S. Department of Health and Human Services for New Jersey Head Start Programs during the 1987 federal fiscal year totalled $30,645,330. (See Appendix B, Table 8.) This includes $29,069,379 for classroom services, $198,429 for training, and $1,377,522 to provide special services for handicapped children. No fees are collected from the families served by Head Start.

In New Jersey, Head Start programs are located in all twenty-one counties, and are locally administered by twenty-seven community-based organizations or grantees, including Community Action Programs, non-profit organizations, and public school systems. All Head Start centers must be licensed to operate under the State Child Care Center Licensing Act (N.J.S.A. 30:5B-1 to 15).

In 1987, Head Start was funded to serve 9,681 children. Ninety percent of the children served in Head Start are from families whose incomes fall below the federal poverty level. Twelve percent of the children served are professionally diagnosed as having a wide range of physically and mentally handicapping conditions.

Not Enough to Live On, a study conducted by the Newark Pre-School Council, Inc. and the Association for Children of New Jersey (ACNJ), indicated that the average income of Newark families in Head Start was $477.00 a month, or $5,724 a year. Including food stamps, the average income was $595.00 a month, or $7,140 a year. Seventy-five percent of the families served were recipients of Aid to Families with Dependent Children (AFDC) whose incomes, including food stamps, averaged only $531.00 a month or $6,372 a year.[15]

Head Start Program statistics indicate that there are at least 45,000 children three and four years of age in New Jersey from families with incomes below the federal poverty guidelines.

As shown in Figure 17 in Appendix A and Table 9 in Appendix B, Head Start currently has the capacity to serve one out of five of these children. More than 35,000 of the remaining impoverished children in New Jersey remain deprived of the developmental supports of Head Start, which could help to make them more productive, self-sufficient members of the community in their adult years. There is also a need to extend the Head Start day to accommodate the needs of parents who are working or participating in full time training programs.

Few can dispute the value of and need for more early childhood education programs. *Changed Lives. The Effects of the Perry Preschool Program on Youths Through Age 19,* an impact study about this precursor to the Head Start programs prepared by the High/Scope Education Research Foundation in 1984, demonstrates the cost effectiveness of early childhood programs. In summary, the report states that one dollar invested in pre-school education returns $4.75 to society in the form of savings in reduced costs for education, and expenses for legal and other costs associated with crime. In addition, studies show that participation in Head Start has resulted in lower welfare costs, and higher worker employability and productivity.[16]

Social Services Block Grant Funded Child Care Services (SSBG)

Social Services Block Grant funds (formerly Title XX) are federal dollars administered in New Jersey by the Department of Human Services to provide services, including child care, to:

- Achieve or maintain economic self-support to prevent, reduce or eliminate dependency;
- Achieve or maintain self-sufficiency, including reduction or prevention of dependency;
- Prevent or remedy neglect, abuse or exploitation of children and adults unable to protect their own interests, or preserving, rehabilitating or reuniting families;
- Prevent or reduce inappropriate institutional care by providing for community-based care, home-based care or other forms of less intensive care; or
- Secure referral for admission to institutional care when other forms of care are not appropriate or providing services to individuals in institutions.

Service contracts are awarded primarily to community-based agencies by the department through DYFS in conjunction with the County Human Services Advisory Councils (HSAC). A significant portion of the state's total Social Services Block Grant is allocated to purchase child care services.[17] As an integral part of the state's social service plan, subsidized child care is considered both a preventative and supportive service.

DYFS currently contracts with 175 community-based non-profit agencies to provide SSBG funded child care services for 13,500 children. These slots are primarily used to meet the child care needs of working families who have incomes falling at or below state eligibility guidelines. These income guidelines are based on 80 percent of 1983 median income in New Jersey, as determined by family size; $24,493 is the maximum allowable income for a family of three. (See Appendix B, Table 11.)

Because of the limited supply of SSBG subsidized child care slots, admission policy criteria further define eligibility for child care placement on the basis of families identified as having the greatest need for child care center services.[18] Six priorities for admission into SSBG funded child care centers have been established. They are listed in order by priority.

1. Children identified by DYFS as abused or neglected and in need of protective services.
2. Children identified by either DYFS or a community agency as being at risk or with special needs.
3. Children from families in which day care is necessary to prevent placement of the child or other family members outside the home.
4. Children from families where the parent or both parents work full time or attend school or a training program leading toward employment.

5. Children from families where the parent or both parents work or attend school or a training program on a part-time basis.
6. Children from SSBG eligible families who have an identified need for day care services and who do not fall within priorities 1 through 5.

All child care centers funded under an SSBG contract are required to achieve and maintain a minimum 15 percent of their population in their funded spaces from admissions priorities 1 and 2. Responses received from SSBG funded centers to a 1986 survey completed by DYFS indicated that nearly 15 percent of the children enrolled at that time were identified as abused, neglected, at-risk or with special needs, and 82 percent of the children were from families with parents who were working or participating in an education or training program either on a full- or part-time basis.

SSBG funding for center-based care is distributed by DYFS' Office of Contract Administration through a fixed unit rate contracting system. Agencies are reimbursed based on the actual number of days children attend. **Example:** $11.15 per child per day (FY '88 preschool reimbursement rate). Other factors considered in determining the cost of care include:

- Maintenance of an 87 percent level of service;
- Donor match requirement of 10 percent or 25 percent; and
- Fees collected from parents (sliding fee scale based on family size, income and type of service provided).

As indicated in Appendix B, Table 16, during the 1986 state fiscal year, non-profit community-based agencies providing center-based care received a total of $32,185,089, with $24,291,317 from SSBG funds and $7,893,772 constituting the match requirement from public and private donors. Additional revenues totalling $9,053,407 were generated from Child Care Food Program (CCFP) reimbursements ($4,517,082) and parent fees ($4,536,325). Based on these totals, the actual cost of care per child/day in SSBG funded centers was:

- $22.62 a day for infants;
- $18.11 a day for preschool children;
- $16.85 a day to serve children before and after kindergarten;
- $9.38 a day for after-school care during the school year; and
- $16.54 a day for summer camp.

In the 1988 state fiscal year, SSBG funding totalling $47,625,162 (includes donor match requirement and anticipated revenues from CCFP and parent fees) will be used to provide center-based day care services to 13,500 children. Of this total, 605 infants and less than 2,500 school-age children will be served. (See Appendix B, Tables 12 and 13.)

DYFS Operated Day Care Centers

The division operates fifteen child care centers with SSBG and state funding totalling $4,649,000 in SFY '87. The programs provide

child care services to more than 625 children under DYFS protective services supervision and 300 income eligible community children. (See Appendix B, Tables 14 and 15.) Fifteen of the total 925 funded slots are licensed to serve children less than 2½ years of age. In addition to providing an early childhood education program, centers also provide transportation, health screenings and parent support groups; they serve as a valuable resource to the division by providing services to a high risk target population.

Family Day Care

Family day care is an essential part of the state's total child care delivery system. SSBG funding is used to develop networks of approved family day care homes as a community resource for families who have chosen this type of service to meet their child care needs. SSBG funding for family day care related services is administered by DYFS through contracts with seventeen sponsoring family day care organizations. (See Appendix B, Table 6.) The organizations include community-based non-profit agencies, as well as county government social service agencies. Non-profit agencies may include child care centers with family day care homes as satellites receiving services from the center.

The cost to many family day care sponsoring organizations for developing and maintaining networks of qualified caregivers in family day care homes is heavily subsidized with SSBG funding. Family day care sponsors are contracted to recruit and train providers as well as approve homes based on established standards. Prior to the recent enactment of the Family Day Care Provider Registration Act, criteria for approving family day care homes had been based on DYFS Family Day Care Standards or more stringent standards imposed by sponsoring agencies which exceed DYFS standards. Approval based on standards is necessary for family day care providers to participate in and qualify for Child Care Food Program reimbursements.

In SFY '87, SSBG funding totalling $817,610 was allocated to sponsoring family day care organizations. Matching funds of $204,402 brought the total funding level to $1,022,012. (See Appendix B, Table 14.) Family day care home networks receiving SSBG funding consist of over 500 homes and serve as many as 1,500 children. SSBG funding is also used to subsidize the cost of family day care services provided to families meeting income eligibility guidelines or to those who are under DYFS protective service supervision. DYFS contracts with nine sponsoring organizations to provide subsidized child care services for approximately 270 children through family day care home networks. (See Appendix B, Table 15.)

Child Care Food Program (CCFP)

The Child Care Food Program provides a subsidy for meals served to children enrolled in licensed child care centers, school-age child care programs and in family day care homes. Federally funded through the Food and Nutrition Service of the U.S. Department of Agriculture, the program is administered in New Jersey by the state Department of Education's Bureau of Child Nutrition Programs. The program is intended to improve nutritional intake in the diets of children by serving healthful, well-balanced meals in child care settings. The CCFP provides an additional means of generating revenues for both non-profit or proprietary (serving at least 25 percent Title XX/SSBG in-

come eligible children) agencies to offset operating costs for their food service programs.

Child care centers, early childhood education programs, and family day care providers and their sponsors may be reimbursed for up to two meals (breakfast, lunch or dinner) and one snack each day. Family day care sponsoring organizations are also reimbursed for the administrative costs associated with managing the CCFP for affiliated provider homes. All meals served must meet CCFP nutritional requirements. Payment rates differ between meals served in centers and those served in family day care homes.

The reimbursement for child care centers and early childhood programs varies according to the type of meal served and the family income of each child. Reimbursement is provided for up to two meals (breakfast, lunch or dinner) and one snack per day. In SFY '87, the **maximum** reimbursement rates paid per meal are $0.7625 for breakfasts, $1.5250 for lunches and suppers, and $0.3850 for snacks. These amounts constitute the reimbursable rate for free meals served to children from families with incomes at or below 130 percent of the federal poverty level.

In family day care, reimbursement is paid for meals served by the provider and for any administrative costs incurred by the family day care sponsoring organization. Per meal payment rates paid to family day care providers are $0.6450 for breakfasts, $1.2050 for lunches and suppers, and $0.3600 for snacks. Reimbursement rates paid to sponsoring organizations for administrative costs are $53.00 per home/month for networks consisting of 50 homes or less, $40.00 per home/month for the next 150 family day care homes, $31.00 per home/month for the next 800 family day care homes, and $27.00 per home/month for each additional home beyond 800.

In SFY '86, the NJ Department of Education, Bureau of Nutrition Programs paid $10,693,043 in CCFP reimbursements. This total includes $9,815,579 for meals, $624,993 for supplies, and $252,471 for administrative costs to sponsoring family day care organizations. (See Appendix B, Tables 21 and 22.)

State-Aid Allocations for Child Care Services

The single major source of child care assistance to families in New Jersey has been federal. However, the level of federal funding available to the state has not been adequate to keep pace with ever increasing needs. In recent years, this problem has been exacerbated by decreases in federal funding levels and compounded by the rising effects of inflation. Other factors such as salary costs and increases in rent and insurance premiums have contributed by adding further strains to the subsidized child care system.

In response to a growing number of issues, New Jersey has attempted to supplement federal child care funding through the use of State-Aid dollars. Efforts to address these needs have been instrumental in providing support to meet the child care needs of children of many high risk families, create new social programs to coordinate child care services, and expand the supply of child care in existing programs. However, these initiatives must be viewed as limited and insignificant when compared to the total service need.

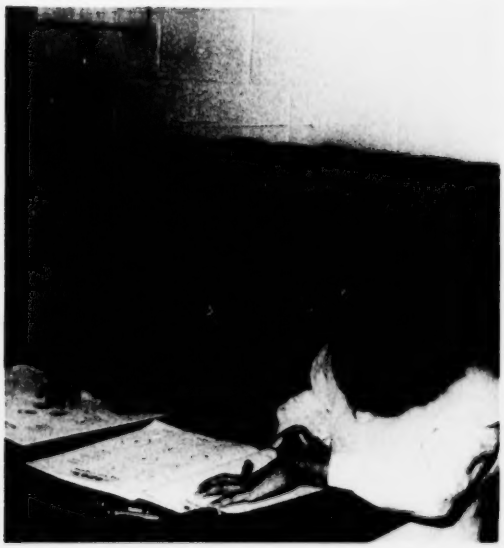
State-Aid funds have also been utilized to provide Social Services Block Grant (SSBG) child care providers with cost of living increases. In SFY 1986, providers received a 5 percent cost of living increase; in SFY 1987, a 3 percent increase; in SFY 1988, 5 percent. These increases are reflected in the maximum reimbursement rates for center-based child care services shown in Figure 22 in Appendix A.

- ***DYFS District Office State Aid Allocations***

  In SFY '87, DYFS district offices were allocated $2,837,919 in State-Aid funds to provide child care services to children under protective service supervision. These children received child care services in private child care programs having purchase of service contracts with DYFS. This amount represents 3 percent of the total DYFS District Office State-Aid allocation for SFY '87 ($86,442,000) for all vendor services. (See Appendix B, Table 14).

- ***State-Aid Allocation to Expand Community-Based Child Care Agencies***

  The need for additional child care services has been identified as one of the highest priorities in more than half of the state's twenty-one counties. Therefore in SFY '86 Governor Thomas H. Kean appropriated $1,000,000 in State-Aid monies to the Social Services Block Grant for the expansion of subsidized child care services. This money was distributed to county Human Services Advisory Councils (HSAC's) through a fair funding formula to increase child care services based on locally identified needs and county service plans. Approximately 1,000 additional child care slots were purchased in community-based child care agencies (see Appendix B, Tables 14 and 15). In SFY '88, $3 million in State-Aid monies was allocated to the counties for the Social Services Block Grant through the fair funding formula to expand child care slots and subsidize staff salaries ($2 million) and to create a New Jersey funded Head Start-like program ($1 million) (see Appendix B, Tables 12 and 13).



- ***State-Aid Funded Child Care Voucher Projects***

  Due to the distribution of existing resources, subsidized child care centers are not available or accessible to many income eligible families needing child care. A voucher payment system, an alternative method of providing subsidized child care, can offer many advantages. Vouchers encompass the use of all licensed child care centers and approved family day care homes. Many include center-based or family day care services provided in both for-profit and not-for-profit agencies, thereby enabling the private child care sector to participate in the subsidized child care system.

  The Hudson County Voucher Child Care Demonstration Project was originally established through a two-year grant provided by the US Department of Health and Human Services. The project was created to conduct research on the use of vouchers in an urban area. Due to its overwhelming success, the program has been continued with State-Aid funding. Although the number of participants receiving voucher subsidies varies according to family service needs

and the cost of care provided, the program provides $216,000 in child care voucher payments annually (see Appendix B, Tables 12-17).

Voucher rates are set at $25.00/wk for family day care pre-school services, $37.50/wk for center-based preschool care, and $52.50/wk for infant care provided either in licensed child care centers or family day care homes. The portion of the fee charged by the provider that exceeds the voucher rate is paid for by the parent(s). Vouchers are currently paid for services provided to over 100 children. The project maintains a waiting list of over 250 families seeking voucher subsidy.

The Southern Region Child Care Voucher Project was created as a result of Governor Kean's SFY '86 day care expansion initiative (see Appendix B, Tables 12-17). The project serves income eligible families residing in rural and suburban areas in the southern portion of the state. Administered through a contract with the Education Information Resource Center (EIRC), the program is funded at $100,000 and serves approximately fifty-four children in seven counties. Maximum voucher reimbursement rates are based upon a survey of rates established in centers and family day care homes in the southern region of the state. Voucher payment averages $36.55 a week per child and can range from $20.00 to $48.00 depending on family size and income. Approximately 79% of the children served receive center-based care, and the remainder are served in family day care homes. The project has a waiting list of over 300 families.

The project features a parental co-payment mechanism. A fee, based on family size and income, is deducted from the amount paid to the provider in the voucher reimbursement. This assessed fee for day care services is then paid directly to the provider by the parent along with any balance for the total cost of care remaining unpaid by the voucher. This parental co-payment feature not only gives the parent a responsible role in the provision of care, but also provides more direct money for vouchers to larger numbers of parents than voucher systems without this feature.

- ***State-Aid Allocation to Establish Child Care Resource and Referral System***

  In SFY '86, $400,000 in State-Aid funding was allocated to begin development of a comprehensive statewide system for providing child care information and referral services to: assist all parents, regardless of their income, to find care; assist public and private agencies, including corporate and business concerns seeking such services, to benefit their employees; provide general technical assistance to those interested in developing child care programs; and determine the extent of local child care needs (see Appendix B, Tables 12-17).

  A statewide clearinghouse was established to develop and maintain an inventory of all available child care services in New Jersey, including licensed child care centers, family day care sponsoring

agencies, and school-age child care programs. Information is available on care for infants, pre-schoolers, and school-age children, with listings for nursery programs, child care centers, before and after-school programs and summer camps. Three regional child care resource and referral centers (RRC's) were also established.

The RRC's in turn provided funding for some locally based resource and referral services (LR&R). Utilizing information now provided by the Clearinghouse, the three RRC's and eight LR&R's advise parents of their child care options, provide information on available resources to meet their needs, encourage the local growth of child care programs by recruiting new providers, assist individuals and groups in obtaining licenses, and solicit employer support and sponsorship for services.

New Jersey's families must become educated child care consumers. Parents need to be advised of their child care options, informed of how to select a qualified provider and provided with information regarding available resources to best meet their needs. Additional funding is needed to develop resource and referral agencies in each county, to complete the statewide network and insure that child care information and referral services are available to families in every community. With additional support, the system can move beyond the tasks of helping families find child care and keeping track of the supply and demand for care, to playing a more active role in expanding the supply of child care programs and offering other support services such as training to the child care community.

Community Agencies

Very little information is readily available concerning alternate funding sources from community agencies or organizations to help subsidize the cost of care to children and their families. While the majority of funding for the cost of services provided in private programs comes from parent fee and tuition payments, a wide variety of resources are available to support both for-profit and not-for-profit centers. Resources range from funding that can be used for donor match requirements to scholarship programs or in-kind contributions that serve to reduce an agency's operational costs.

Many child care or early childhood education programs, with approval from their boards, have adopted scholarship programs to assist families in paying fees or tuition. Eligibility criteria are most often based on a sliding scale with amounts awarded according to the size and income of the family. Alternate funding sources are applied to subsidize the scholarship program.

Community Development Block Grants (CDBG) or grants from alternate funding sources, including statewide organizations such as the Governor's Task Force on Child Abuse and Neglect and the United Ways of New Jersey, are examples of ways community child care programs can get additional support. The Governor's Task Force, through the Family Coalition of Paterson, awarded a $35,000 contract to the Passaic County Child Care Coordinating Agency (4C's) to provide a voucher child care subsidy program for fifty teenage parents. The United Way of Princeton provided $113,229 in 1987 to help

subsidize the cost of care in four private non-profit child care agencies in the Trenton area. (See Appendix B, Table 23). In SFY '87, the state's Department of Community Affairs, Office of Hispanic Affairs, provided donor match money totalling $13,726 to five Hispanic agencies for multi-service, education and child care services.

Municipalities may also provide subsidies. Local child care centers in Jersey City received federal CDBG funding in excess of $300,000 from city government to provide care services to meet the child care needs of many low income families who reside within the city. In 1987, the City of Camden will provide federal CDBG funding totalling $35,500 to three child care programs serving city residents. These CDBG funds will be used by the child care agencies as donor match for their SSBG allocations. Based on national statistics, it is estimated that seven to ten percent of the total $9,840,000 in CDBG funding for New Jersey in SFY '87 may be allocated by local municipalities to develop and support community-based child care services.[19]

Many programs also receive charitable contributions or donations from paternal and fraternal organizations, and local civic groups. However, most programs raise additional funds from activities sponsored by their parent advisory groups or board of directors. Many centers fortunate enough to have the active support and involvement of their parents and board members may raise additional dollars through bake sales, dances and flea markets. The Monmouth Day Care Center, one example of parent, board member and community support, raises $90,000 annually for their scholarship program which directly subsidizes the tuition costs to over 50% of the 135 children enrolled.

Another source of outside assistance to many child care programs comes in the form of in-kind services. Examples of this type of support include: invitations to special activities or events such as shows, exhibits and fairs sponsored by the local Chamber of Commerce or Department of Community or Cultural Affairs; training in first aid, use of fire extinguishers, and other safety programs conducted by the police or fire department, first aid squad and their auxiliaries; consultation and coordination with local health departments, hospitals, clinics, physicians, dentists and nurses to identify health-related child care needs and implement strategies to effectively meet those needs.

Foundation Support

Although it is known that foundations provide some support for child care programs and services in New Jersey and are frequently listed as potential sources of funding, the type and amount of support and the type of programs and services that receive support are not known at the present time. A growing national interest among foundations in child care and early education issues suggests the need to explore the availability of foundation resources for child care in New Jersey.

In order for members of the child care community to approach foundations that are interested in supporting child care programs, services and research, the following information must be determined. Which foundations presently support child care programs and services in the state? Which child care programs in the state receive foundation grants or have received grants in the past three years? For what

purposes have grants been requested? For what type of service (capital expenditures, special project grants, etc.) have grants been awarded? How much money have foundations awarded child care programs in the past three years? Has there been an increase or a decrease?

In addition to answering these questions, the child care community should determine what types of requests are most appropriate for specific foundations. It would also be helpful to learn about foundation grant requirements and procedures. Training in this area would likewise be beneficial.

Public and Private Schools

There appears to be no access to information regarding child care subsidies provided through private elementary (K-8) schools. Information is available, however, regarding pre-kindergarten programs in the public schools which receive either State-Aid funding or federal Chapter 1 funding through the Education Consolidation and Improvement Act of 1981.

State-Aid Allocation for Public Pre-School Education

In New Jersey, local boards of education may establish kindergarten programs which enroll four-year-old children. Although functionally labelled pre-kindergartens, the programs must meet the administrative code requirements for kindergartens. The programs must be 2½ hours in length and operate for 180 days per year. Children enrolled in such programs are counted into the state equalization aid formulas (N.J.S.A. 18A:7A-1 et seq.). In SFY 1988, 5,762 children enrolled in pre-kindergarten programs throughout the state will generate a total of $6,994,744 in state aid dollars for the seventy-two local school districts that have implemented these programs. (See Appendix B, Table 24). It should be noted that since basic state equalization aid is computed on pupils, the amount of funding indicated does not actually represent program cost.

In addition, some local boards of education operate programs at local expense which include younger children. They may operate these programs for less than 180 days or less than 2½ hours daily for the purposes of kindergarten orientation, screening and assessment, or readiness instruction. As children younger than four years of age and children attending less than the minimum time are not counted in State-Aid calculations, the New Jersey Department of Education keeps no data on these locally supported programs or the number of children served.

Education Consolidation and Improvement Act, Chapter 1, Funding

Federal funding for early childhood education or pre-kindergarten programs in New Jersey is provided through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). Chapter 1 funding is designed to provide compensatory reading instruction, bilingual or English as a Second Language programs and help in mathematics and language arts for educationally disadvantaged children, including pre-school age children in low income areas. Chapter 1 funding, administered by the state's Department of Education, is allocated through a funding formula to public school districts. As a preventative program, school districts must submit plans based on locally identified needs. Plans for a Chapter 1 funded school may include provisions for an early childhood education program. Plans must meet federal guidelines and are subject to approval by the department.

Chapter 1 replaced Title I in 1981 when funds for education were consolidated into a single education block grant (ECIA). In so doing, program accountability was weakened through reduced federal requirements for program monitoring and parent advisory councils. For example, with the adoption of Chapter 1 the requirements for involving parent advisory councils were totally eliminated. Without federal standards, the state has little authority to enforce how funds are spent. A board of education develops a plan; if the plan meets federal requirements, the department approves funding. Funding is distributed by formula and funds go into total budgets for the operation of school programs for the eligible student population. During the 1987 state fiscal year, 40 of 596 school districts provided pre-kindergarten programs for 2,879 four-year-olds with ECIA Chapter 1 funds totalling $2,149,090. (See Appendix B, Table 25).

In summary, a comprehensive state program for early childhood education is needed. The program should include a process to coordinate the early childhood education efforts of Head Start, community-based services and early childhood education programs in the public schools.

Academic Support: Colleges and Universities

Colleges and universities in New Jersey provide support for child care programs and services in several ways:

- On-site center programs for use by students, faculty, and staff members;
- Course offerings leading to degrees in early childhood education/child care administration, child development, and related social services in preparation for professional positions in child care centers;
- Course offerings leading to proficiency in early childhood education positions;
- Community service courses (non-credit); and
- Special workshops and conferences on child care services.

Because of the varied nature of the services provided by academic institutions which support child care, services have been grouped into the following categories for purposes of examination:

- Employer-supported child care services;
- Professional training services; and
- Community services.

Employer-Supported Child Care Services

As of June 1987, twenty institutions of higher learning in the State of New Jersey had on-campus centers, with one private college having two centers. These colleges and universities include both public and private and two- and four-year institutions located in thirteen counties.

Professional Training Services

Twenty-one colleges and universities in New Jersey offer some

form of academic program for early childhood education:

- Eleven offer non-degree programs only;
- Eight offer undergraduate degrees as well as non-degree programs;
- Two offer graduate degrees as well as undergraduate and non-degree programs.

Community Services

Colleges and universities continue to make their campuses and professional staff available at little or no cost for child care conferences, workshops, and professional seminars. Not only do these practices make available appropriate meeting space and parking but they also increase the credibility of the events themselves.

Religious Support

In 1983, Lindner, Mattis and Rogers reported on a survey conducted by the National Council of Churches (NCC) and funded by the Carnegie Corporation that showed the level of support for child care provided by member denominations of the Council. While the report does not include data from the Southern Baptist Convention, the Catholic Church or from Jewish congregations, it does offer national data on 14,589 programs in over 8,700 parishes. "(These figures) represent very large numbers . . . and suggest that church-housed programs probably constitute the largest group of day care providers in the nation".[20]

The NCC study describes the unique church-related characteristics that have lead to substantial religious support: available space, convenient community location, and tax-exempt status. Other interesting data from the NCC study show that only 9.7 percent of the programs reported engaging in religious education and only 1 percent restricted enrollment to church members. Fifty-three percent operated programs and 47 percent donated or rented space. Fifty-one percent did not charge rent, 33 percent provided support services such as clerical and custodial work, and 47 percent donated money. Over a quarter of the churches reporting provided volunteers from the congregation to serve on boards of directors or to teach in the classroom.

Presumably some of these same factors apply to the involvement of religious institutions in New Jersey child care. At the present time there are 116 child care centers operated as sectarian programs throughout the state. The number of non-sectarian licensed child care centers utilizing space in churches and temples and otherwise benefiting from religious congregation support is not yet known.

Employer-Supported Child Care

Child care programs and services supported by New Jersey employers include on- and off-site centers, child care resource and referral services, work site seminars, program directories and brochures, vendor and voucher arrangements, and project and operational grants. New Jersey employers supporting child care include state, county and local governments; colleges and universities; corporations; hospitals; unions; and industries. Employer support for child care serves the interests of employees and the community at large, as well as the employers themselves.

While interest in employer-supported child care seems to have taken hold most rapidly in hospitals and institutions of higher learning, New Jersey did have a major corporation, Hoffmann-LaRoche in Nutley, establish an on-site program in 1977.

In 1982, conferences on employer-supported child care were held in Bergen and Essex Counties. At the Essex County conference in Newark, Governor Thomas H. Kean designated Nicholas R. Scalera, Assistant Director of the Division of Youth and Family Services, as the Governor's Liaison on Employer-Supported Child Care to serve as a one-stop information and technical assistance resource for interested employers. In 1983 a conference was held in Morris County at which the state's Division on Women established a corporate initiatives committee under the auspices of its Task Force on Child Care. Since then a team composed of representatives from the Division on Women, the Task Force on Child Care and the Division of Youth and Family Services has traveled throughout the state disseminating information on various child care options, as well as offering free technical assistance to employers who have demonstrated an interest in employer supported care. As a valuable resource to this team effort, the Task Force on Child Care has pioneered the concept of chief executive breakfasts as a vehicle to promote awareness of the value of employer-supported child care.

In 1986, the Al Wurf Day Care Center in Skillman was established as the first state-sponsored child care center to serve state employees. Currently, sixty-one employers in New Jersey offer on-site child care services, with at least one employer-supported program in each of sixteen of the twenty-one counties.[21] This represents a growth rate of some 779 percent from 1982 to the present. Despite the number of employers that are providing direct and indirect support for child care services in New Jersey, the unmet need for child care throughout the state suggests that additional support is needed from all possible sources. Because employers stand to benefit in several significant ways from the support of child care services, it behooves the child care community and its advocates to promote active support from employers throughout the state.

As a result of the Child Care Hearings and Conference process, a strong recommendation has been brought forth to formalize government subsidized efforts in relation to employer-supported child care. After much discussion the Child Care Advisory Council has determined that all government efforts which relate to child care development and policy should be consolidated into one Office on Child Care. This office, which would hold sole responsibility for the coordination of all aspects of child care planning and oversee the development of initiatives and programs, would work cooperatively with local entities to facilitate the growth and improvement of child care services in New Jersey. It would place special emphasis on the needs for infant and school-age child care development and employer-supported services, while overseeing the total community-based child care service delivery system in New Jersey.

CHILD CARE: THE PROFESSION

"It is difficult but not impossible to instill a sense of professionalism in your staff when you know in your heart that parking lot attendants earn more money than they do!"

Bettie Witherspoon, Director
Better Beginnings Day Care Center
Testimony at Central Region
Child Care Hearing, April 30, 1986

The Child Care Advisory Council heard this statement and many more like it during its hearings process in April and May, 1986. If one message had to be selected which came through with the most clarity during the hearings, it was and remains—**The Plight of the Child Care Profession.** Child care is currently plagued by a host of serious problems: low staff salaries, few or no employee benefits, the unavailability or extreme high cost of obtaining liability insurance, staff turnover, lack of trained professionals, and the inability to secure qualified certified teachers.

Child care remains a profession, even though the individuals who work in this field are not paid as such. We heard from many parents throughout our hearings process, and not one of them just wanted "a place to drop the kids off." They wanted their children nurtured, educated and socialized. They wanted to see them grow cognitively, emotionally and socially from their child care experience. Many lucky parents who now receive subsidized child care through the Social Services Block Grant or Head Start came out to tell us what that care means to them and their children. They fully realized that they could never afford to pay the full cost of this quality care, but they also strongly felt that their children deserve to receive it and that government has a moral obligation to help provide it. They praised the child care profession and asked for help not only for parents like themselves by way of increased subsidies but also for the child care professionals who work with their children each day.

Salary Issues

During December, 1985 and January, 1986, the Division of Youth and Family Services' (DYFS) bureaus of Licensing and Research, Evaluation and Quality Assurance, conducted a telephone survey of 237 randomly selected child care centers in New Jersey. A portion of the survey findings revealed that the median annual starting salary for child care center staff holding a bachelor's degree with nursery school certification was $10,010 with a range from $2,400 to $20,020 for full and part time workers.

For head teachers, the median annual starting salary was just slightly higher at $11,500 with a range of $2,667 to $21,840. The survey's results were similar to the findings of surveys conducted during the same time periods by the Child Care Policy Development Board, the Mercer County Head Start Child Development, United Progress, Incorporated, and Trenton Head Start Programs. These surveys of SSBG and Head Start funded child care programs revealed that wages

paid to child care workers in entry level positions were significantly less than the certified teacher/head teacher levels previously indicated. For example, salaries paid to teacher assistants in Mercer County ranged from $7,575-$10,000 in SSBG funded centers and from $8,146-$11,422 in Head Start programs. In family day care homes, providers averaged $1.00 per hour per child. This would allow for maximum earnings of $12,500 yr. if a family day care provider watched five children, each for fifty hours per week for fifty weeks of the year. This represents a gross figure from which taxes have not been deducted.

Most employees in child care and child development programs are female, and many are single parents. The salary surveys clearly indicate that most earn wages low enough to qualify as income eligible for SSBG funded day care services ($24,493 for a family of 3) and that many others receive salaries falling below federal poverty levels ($9,300 for a family of three). New Jersey is right in line with the rest of the nation, for the Children's Defense Fund cites that 90 percent of private household caregivers and 58 percent of all other child care workers earned less than poverty wages.[22]

Not only are child care workers extremely underpaid, but other benefits such as dental or health care insurance programs and retirement plans routinely offered by private industry are seldom provided to those in the child care field. According to the U.S. Department of Labor, child care providers are classified within the same occupational category as bartenders, parking lot and amusement park attendants. A frequently referenced Minnesota survey compared the wages paid to child care workers as being lower than those paid to zookeepers (*Day Care Information Service,* 8/85).[23]

Low salaries directly impact upon the quality of care provided. Although technically unsubstantiated to date, many child care providers indicated that certified staff are seeking and obtaining teaching positions in the public schools. They complained that experienced child care providers are leaving the field in record numbers. The DYFS survey conducted by the bureaus of Licensing and Research reported staff turnover rates in day care centers to be right on line with national averages—15 to 30 percent. The national average turnover rate for family day care is even higher at 67 percent.[24]

Low salaries paid to teachers and the increase in the availability of higher paying jobs in private industry have also resulted in a decline in the number of certified teachers in the public schools. To insure an adequate quantity as well as quality of teachers throughout the state, the New Jersey Department of Education changed the requirements for individuals to acquire teacher certification, including those for early childhood teacher certification.

Individuals possessing a four year college degree may now obtain certification by passing the National Teacher Examination (NTE), a test of general knowledge, or through completion of a one-year internship and education courses offered for teacher certification by Edison College. By changing teacher certification criteria, the department feels it has opened avenues for more eligible candidates to become certified to teach young children.

Teacher Certification

Critics strongly contend that by changing the certification requirements the quality of early childhood programming is being compromised. Early childhood experts agree that young children think, reason and learn in ways that differ from older children, and require special skills concerning teaching strategies, classroom organization, and instructional materials. For these reasons, the Department of Education's *Commissioner's Advisory Committee On Child Development and Early Childhood Education Report* has recommended that a comprehensive professional instructional certification in early childhood education be developed to insure that teachers possess appropriate qualifications, based on training and experience, when working with young children.[25]

This immediate problem appears to be further compounded by the fact that because of the department's current certification procedure many colleges and universities have begun to drop the varied courses in early childhood education which they had previously offered. In the not too distant future teachers may come forth who know little or nothing about the developmental learning processes of the young children five years of age and younger. This problem must be addressed immediately.

Training Needs

The need for adequate, appropriate training for child care directors, classroom staff, family day care providers, support staff and parents presents a major problem in child care today. However, when training needs are tied to current staff turnover rates and the consequent vacant positions in the child care field, training becomes a major logistical challenge as well. Because of turnover many programs have untrained staff. If these programs also have a vacancy, or are experiencing the normal amount of staff absence due to illness or family emergencies, assigned staff cannot be spared to attend off-site training sessions. A logical alternative might be to expect child care staff to attend training and/or educational improvement courses on their own time. However, considering the long hours and low pay associated with child care, it is probably not realistic to expect staff to shoulder this burden themselves. Many staff told us at the child care hearings that they must hold a second job in order to adequately support their families.

There are possible solutions to this dilemma. Training could be offered on site at a convenient time so a maximum number of staff could attend, or staff could participate in a CDA credentialing program. This program requires little additional time apart from work experience as it is an on-the-job training program, which is based on competency and performance.

If the quality of care is, in part, directly related to the skill and experience possessed by qualified staff, then training becomes a critical factor for the total child care system. Training is necessary for those who are responsible for the overall operation of a program, as well as for those who provide for the care and supervision of children.[26]

During the statewide child care conference held in October 1986,

directors stated that they must devote increasing amounts of time to fiscal planning and networking with community agencies, while delegating the responsibilities of day-to-day program operations to qualified subordinates.

Training for directors is needed to enable them to acquire the management skills necessary to identify alternate sources of funding, expand or develop innovative programs, and improve networking and lobbying techniques. Directors also identified the need to provide training in child development, creative learning and staff/child interaction for caregivers in centers and family day care homes. In particular, training is needed to develop or enhance the ability of caregivers to meet the individual and specialized needs of multicultural and handicapped children.

Training for child care providers must also focus on issues such as the effects of alcoholism, long-term separation of families and the effects of domestic violence on the child and family. Other training needs cited include team building to enable caregivers to work effectively and supportively together, while giving individualized attention to the children in their care, and strategies and practices to foster the support and involvement of parents.

It should be noted that funding needed to conduct training and give technical assistance to child care providers has declined. This is due, in part, to the elimination in 1982 of the Title XX funded training program. With the exception of a two-year federal grant limited to providing special needs training as a child abuse prevention (CAP) effort, the amount of DYFS funds available to provide training for the child care community is limited to $40,000 statewide.

Increased funding is needed for in-service training sessions, workshops, seminars, credential-based on-the-job experience and college level courses. Avenues must also be explored to develop tuition waiver plans, credit-bearing courses, work-study programs, and student loan programs with options for service in child care programs in lieu of payment provisions.

PARENTAL ROLE AND RESPONSIBILITIES

While the role and responsibilities of parents are critical to all the issues discussed throughout this plan, this section will highlight the specific areas cited by caregivers and parents at the Child Care Advisory Council's hearings and conference as crucial to their mutual relationships.

Parents as Partners

Parents, the primary and most fundamental influence on children, must be given opportunities to influence decision making in the programs serving their children. They need to have direct input concerning the philosophy and curriculum of a child care agency or early childhood education program which serves their child for a portion of the day. Both formal and informal channels of communication between parent and provider must be open. To facilitate communication, all child care

agencies, early childhood education programs and family day care provider agencies should, at a minimum, have an active parent advisory board or committee.

Supports for Parents

Child care providers must also clearly define the roles of parent and provider in relation to one another, the child in care and the care arrangement. Parents, on the other hand, must recognize the implications of sharing with others the responsibility of rearing their children. Parents and providers must recognize the importance of each other's contribution to the growth, development and education of the child.

Child care centers are a natural source of support for most parents. Qualified professional staff can help parents answer questions relating to their child's development. They can also refer parents to any array of community services—educational and developmental testing, counseling, health and other social services. Some parents occasionally experience more serious problems. Anxiety caused by feelings of guilt, separation and/or isolation, high levels of stress and pressure caused by financial difficulties, employment problems and lack of adequate parenting skills may be encountered. All too often the parents experiencing these problems share a common sense of powerlessness.

A positive relationship between the parent and the provider can be a particularly effective support for these parents. Providers should begin by approaching parents at their interest/need level and encouraging their involvement through mutual interest in the child's development. Providers can also play a key role in developing peer self-help groups among families to deal with shared problems.

Education and Empowerment of Parents

All parents should be kept informed of their child's progress in a child care program. Some parents, however, may need help in understanding their child's development. This can be accomplished through conversations with staff, conferences, newsletters, meetings and social events. These parents should also have the opportunity to learn more about parenting skills and about helping to determine the programmatic aspects of their child's day.

Opportunities should be provided for parents to become more effective advocates for child care and for children and family services in general. Therefore, one of the tasks of the child care provider is to supply any appropriate knowledge and information necessary to empower parents to act as advocates. Parents can be the most effective voice for child care in this state and in the nation. However, they do not always realize this nor do they always have a thorough knowledge of all the issues critical to child care today. Nevertheless, if our society's attitude toward, and support of, child care is to be improved, it is the parent who will bring this change about. It is essential that providers solicit the active support and involvement of parents, provide them with information when needed, and support them in their efforts to bring about positive growth and change in child care.

MEETING FAMILIES' UNIQUE NEEDS

Child care and early childhood education programs must operate within the context of the community in which they are located. Expanded support services should be available to meet total family needs, rather than the selective needs of individual members. Services provided in child care programs need not be limited solely to the care and supervision of children but should address family social service needs as well.

Ethnic Considerations

The demographic and cultural composition of many communities is changing due to the influx of families possessing diverse backgrounds. Regardless of race, creed or nationality, all families wish to gain acceptance into the milieu of daily life, to retain their own unique ethnic identity and to preserve their cultural heritage through their children.

Child care providers and early childhood educators must establish quality environments that reflect the cultural pluralism of our society and incorporate cultural appreciation into learning. The ultimate goal of the provider is to assure that children respect and appreciate other ethnic groups, cultures and heritages as well as their own.

Cultural pluralism in programs for children has its greatest effect when children and families are recognized for their group's contributions and when they are provided experiences to interact with individuals from other ethnic groups and cultures. A continuing dialogue must be established between providers and parents to promote positive support and active participation, and to enable parents to have input into the design of the program.

Programs must utilize a curriculum that reflects a non-sexist, non-racist approach, correcting myths and stereotypes through accurate accounts of cultural groups as viable, unique and valuable in society. Cross-cultural activities—music, games, stories, foods, and field trip experiences—should be provided on a continuum throughout the calendar year. Cultural festivals and legends, a vital part of the children's experience, should not be restricted to traditional holidays and celebrations.

In some communities, agencies must be able to provide services to meet the specific needs of special populations. Non-English speaking families require that caregivers have the ability to communicate in the family's native language. The native language and culture of the child must be used as a base to introduce or expand the English vocabulary. Language acquisition programs for English as a second language should be encouraged for use in the home to improve proficiency of all family members. Child care services may also be necessary to enable the parent to attend language or vocational training in order to become employable.

Child care program staffing patterns should reflect the diversity of our society by employing caregivers of various ethnic groups. Staff training involving strategies for cross cultural orientation geared to

achieve cultural pluralism should be provided on an ongoing basis.

Family day care sponsoring organizations must make a concerted effort to recruit home providers from various ethnic groups. For some families, particularly refugee women with young children, employment outside of the home may not be a viable option. Becoming a provider of family day care services would not only improve their economic situation but could also provide a needed resource to the community.

New Jersey recognizes the positive power of ethnic and cultural diversity among its families. Strategies to identify, plan and provide services to meet the increasing needs of bilingual and multicultural families must be developed. State government must assume a leadership role by utilizing intra-departmental approaches to provide avenues for input from minority and refugee populations. As representatives of special target groups, participants would share specific issues and needs for services that recognize and reflect the values, norms, cultural and ethnic composition of their communities.

Sick Child Care

One of the most difficult problems facing working parents involves making arrangements for the care of children when they become ill. This problem involves not only the parent and the child but also employers and caregivers. Productivity in the work environment is disrupted when employees with sick children are unable to focus effectively on their job related tasks.

Sick children are also a major cause of high absenteeism because most parents choose to stay home from work to care for the child. According to a report prepared by the St. Paul Area Chamber of Commerce Child Care Task Force, *The Sick Child Dilemma: Solutions for Business,* this is a choice that is often made out of the sick child's need for support and reassurance from a nurturing and familiar adult providing care in a comfortable setting. However, when children are only slightly or mildly ill, many parents are forced to make alternate arrangements because their child care providers are reluctant to accept their sick child.[27]

Providers lack the resources needed to properly care for the child who is ill. They fear that accepting a child who is sick may spread the illness to other children; they also may fear becoming ill themselves. Many caregivers lack adequate medical benefits and cannot afford to take time off from work due to illness. For similar reasons parents, particularly single working mothers, cannot afford to suffer the loss of income when they must be home from work to care for a child who is ill. "Care for Sick Children," an article in the Winter 1986 issue of *Business Link,* reports that the majority of children annually "experience an average of six to nine viral illnesses usually lasting three to seven days each."[28] Due to the lack of resources, the parent is often faced with a logistical nightmare. DYFS' Bureau of Licensing reports that there is only one licensed child care facility in the state that is designed specifically to provide care to meet the needs of sick children and their families.

24-Hour, Drop-In, and Respite Care Needs

Many job opportunities, including those provided in casinos, warehousing, electronics, and manufacturers of high tech products, require shift work beyond the hours of 9 a.m. to 5 p.m. Although more programs, especially those located in shopping malls, are beginning to offer both drop-in and extended hours of care, very little information is readily available on the number and location of programs that consistently provide these services. There is only one licensed center in the state that offers 24-hour care.

There is an ever increasing need for specialized services such as respite care and crisis nurseries. Either community-based programs or specifically targeted family day care homes can provide this cost effective support service. Outreach initiatives can serve children with special handicapping conditions or children from high risk families, reducing family stress while meeting the child's need for specialized care.

A wide range of services must be made available within each community to meet diverse and changing family needs. Innovative approaches to funding and programming must be carefully planned and implemented. Child care providers must extend services to meet community needs. Half-day programs need to expand their hours of operation to provide drop-in-care, as well as full day service to meet the needs of working families. Sponsoring family day care organizations should identify homes within their network developed to provide temporary care for children during times of illness or family emergency.

"The day care delivery system in New Jersey is inadequate to meet the needs of teen parents due to the lack of infant day care policies and programs and the failure to identify adolescent parents as a priority population."

Ann M. Wilson, Director, New Jersey Network on Adolescent Pregnancy, Testimony at Central Region Child Care Hearing, April 30, 1987.

Teen Parenting

Although the lack of available, affordable and accessible quality child care services is a dilemma faced by many families in New Jersey, the problem is especially critical for teenage parents. Their need for infant care is particularly acute as child care services are necessary to help young teenage mothers to return to school and become self-supporting.

Teen parents seeking child care for their infants experience the same difficulties as working parents. Yet adolescents, when forced to compete with these working parents for limited child care placements operate at a disadvantage because they often fail to have adequate family supports and the financial resources that are needed. This situation is often further compounded by the teen parent's lack of emotional maturity and ability to cope with the pressures and responsibilities that come with parenthood.

According to the New Jersey Network on Adolescent Pregnancy, the long- and short-term costs of adolescent pregnancy and parenting will continue to increase even though the number of births to teen

mothers has slightly declined (less than 7 percent of all births are to those eighteen years and under). The critical shortage and high cost of infant care may prohibit many young mothers from returning to school after giving birth. Almost seven out of ten women who are AFDC recipients were also teen mothers when they went on welfare. Four thousand teenagers who gave birth in 1985 may not complete their education or training, in part, due to the lack of available and affordable infant care.[39]

Teenage mothers are faced with long waiting lists if they wish to secure one of the 605 subsidized infant slots available in Social Services Block Grant funded child care centers throughout New Jersey. The possibility of these slots becoming available to meet their immediate need for infant care is practically nonexistent. Infant care provided in a family day care home may be a more viable option for meeting the needs of adolescent mothers. However, the number of family day care providers who operate under set standards and are approved through their affiliation with a family day care sponsoring organization are relatively few in number at the present time. The quality of care provided in most family day care homes is therefore uncertain. For this reason teen parents, in particular, require information about how to select providers who are qualified and who can best meet their child care needs.

Another alternative for teen parents involves the development of school-based programs designed to provide comprehensive health and child care services. Since adolescent mothers must attend school in order to complete their education, a logical site to locate the child care program is in or near the schools. Such programs can offer classes for parents to improve parenting skills and provide health and nutrition education, as well as provide health care services for both children and parents. In addition, these programs can provide infant child care services while the parent attends classes.

Due to the current inadequacy of resources, adolescent parents are perceived as one of the most needy target populations involved with the Division of Youth and Family Services (DYFS). Yet eligibility requirements for services, including child care, do not include provisions to give priority to young parents. The Department of Human Services, through DYFS and the Division of Public Welfare, must take a leadership role in exploring cooperative and coordinated services to meet the needs of teen parents and their children. The department's efforts should include the development of intradepartmental approaches that would also include the state's departments of Health, Labor, Education, Corrections and Community Affairs.

Achieving Economic Self Sufficiency

On October 1, 1987 New Jersey implemented a major component of its welfare reform efforts when the program Realizing Economic Achievement (REACH) went into effect. It has been acknowledged by the REACH planners that child care is an integral component, vitally necessary to the success of this program. Child care for the REACH program will utilize vouchers to subsidize care for participants, and will contract with the Child Care Resource and Referral System to develop an adequate supply of care for participants.

Poverty Issues

Children constitute 40 percent of New Jersey's poor people, based on federal poverty level guidelines. In cities such as Newark and Camden, the number of children under six living in poverty is substantially higher.[10]

Head Start programs are designed to meet the multiple needs of preschool children and families in poverty, yet in New Jersey little more than 20 percent of eligible children are enrolled. In addition to the fact that there are not enough Head Start programs available for eligible children in New Jersey, these programs are usually part-time. This limits the number of hours per day in which the child is in the program and makes it necessary for working parents to find one or more additional child care arrangements. Participants in the 1986 Child Care Conference workshop on Federally Subsidized Child Care Programs identified the following issues to be addressed by this comprehensive plan:

- Increase the availability of child care services and reduce the fragmentation of existing services that makes it necessary for children to attend two or more programs each day;
- Increase the amount of subsidies and make support services available to all children who need them;
- Clarify the professional image of child care workers and make staff salaries equitable with those in public education; and
- Develop local, regional and state linkages among all types of educational programs for children: Head Start, Social Services Block Grant (SSBG), private, and public school.

In addition to the Head Start programs available for poverty level families, a second level of child care service subsidy comes from SSBG funding. Closer linkages between Head Start and SSBG programs need to be established so that as the economic status of families with young children improves, there will not be a gap in child care services as these families gradually progress through the child care subsidy system.

Children with Medical Needs

New Jersey provides early intervention programs for developmentally delayed or disabled infants up to three years of age (*A Guide to Early Intervention Programs in New Jersey, 1986-87*),[11] and programs for handicapped children from three to five years of age (*Preschool Programs for Handicapped Children in New Jersey, 1986-87*).[12] By means of Project Child Find, unserved handicapped children up to twenty-one years of age are identified, and their parents are encouraged to enroll them in an appropriate program.

Under the auspices of the state's Department of Education, through its Regional Resource System, local school districts assure comprehensive delivery of services through identification, assessment, intervention, family involvement and interagency collaboration. The focus of the department's Early Intervention Programs is "the individual needs of each child within the framework of the family" (*A Guide to Early Intervention Programs in New Jersey*, 1987, p. ii).

Programs for special needs children that are described in the two

directories named above do not as a rule provide services beyond the regular public school schedule. When parents are employed it becomes necessary to find child care programs for the hours before and after the intervention services. Given the needs of the children involved, specialized child care is also required.

The present system for children with special medical needs provides piecemeal services supported by various funding sources, each with its own service priority. Often the rationale for service delivery rests on available funding rather than on the needs of the children in the community. At the present time, Social Services Block Grant (SSBG) programs are required to use 15 percent of their slots for "at risk" children, while Head Start is mandated by the Federal government to make 10 percent of its spaces available to the special needs population.

Other Child Care Related Medical Issues

Among the other medical issues of concern to the child care community are those connected with state requirements for immunization, routine health and safety practices in centers, and the rising number of cases of pediatric Acquired Immune Deficiency Syndrome (AIDS). The child care community must become aware of all the related issues in each category, must arrange for staff and parent training programs to address each issue, must determine the best ways in which to educate the children in their care, and must establish or adjust existing medical policies. The Division of Youth and Family Services is currently developing recommended guidelines regarding the care and supervision of children with AIDS or AIDS Related Complex in child care settings. The Department of Health should be utilized as a major informational resource in dealing with this problem.

Children with Social/Emotional Trauma

In addition to the special needs of children living in poverty and those with serious medical conditions, many children experience severe social/emotional trauma. The causes of social/emotional trauma are diverse: unsafe, unhealthy living environments causing accidents, lead poisoning, and other conditions; families unable to parent effectively, resulting in abusive or neglectful treatment of children; and refugee families dealing with the stressful effects of living in a new culture and economy and of learning a new language, to name a few.

At the present time there is a growing need to address the child care needs of refugee families. For economic reasons both parents in refugee families usually need to work in order to support the family. Women who are in language or vocational training need child care services. In many cases mothers with very young children may want training as child care providers so that they may remain at home with their children and also provide child care services to neighbors and friends.

However, many refugee familiess will take advantage of the mainstream child care system. Therefore, there is a need for traditional American child care providers to be given information that will help them understand the unique needs of various refugee groups.

The major concerns involved in addressing the child care requirements of children with special needs include the following:

- Availability of child care programs located at or as near to treatment programs as possible;
- Training of all child caregivers on the characteristics of children's and families' special needs;
- Training of special needs professionals about the professional capabilities of child caregivers and the characteristics of quality child care; and
- Development of cooperative working relationships between child care and special needs professionals.

In addition to these issues there are other factors to be considered which impact on the collaborative efforts involved in the delivery of child care services to families with children with special needs. These factors include:

- Characteristics of specialized, emergency, and temporary care (special staff requirements, interim usage prior to permanent placement, short notice prior to use of service, presence of trauma);
- The high costs of specialized programs and services (staff training, special equipment and materials, low staff/child ratios); and
- The difficulties in developing mutually supportive roles between caregivers and parents in short term situations under conditions of stress.

Families in Crisis

"Jobs reduce unemployment and provide incomes needed to buy food to feed the hungry. Homes are needed for the homeless. Day Care is not the great panacea for curing the ills of our society."

Barbara Bowman, Director
Erikson Institute, Chicago
Statewide Child Care Conference
October 10, 1986
Keynote Speech

Although child care cannot solve all of society's problems, child care providers and educators must promote and strengthen the family whenever possible. Providers and educators can revitalize parental self-confidence by giving guidance and instruction. Child care and early childhood development agencies must be able to provide appropriate services or give direction to families for obtaining the social services they need. To be most effective, child care programs must actively seek out and identify resources that may be available in the community and develop relationships with other agency personnel to insure the accessibility of these social services to meet the needs of the families they serve.

Child care is an integral part of the state social service plan. As

a preventative service, subsidized child care and early childhood development programs assist families in resolving their social and economic problems before state social service involvement is required. Lack of self-confidence and poor self-image are identified as being a major cause of many social problems. If child care providers and early childhood educators can help to build self-esteem in young children, many social problems can be avoided before they begin. For this reason, child care plays a key role in social services planning and policy making. As a preventative service, child care is most often used to remove the pressure of child care responsibilities from families in crisis. When utilized to provide these respite services, child care can be an important factor in preventing the need for foster care placement and help keep families together.

In addition to the care and supervision of children, child care programs can provide comprehensive developmental services, as well as provide parent effectiveness training, direction in locating housing, guidance in obtaining employment, health care and general assistance. Although many child care programs will choose to offer some of these additional services, few are likely to address parental social service needs comprehensively. Therefore, it is crucial for child care programs to develop linkages and referral procedures with other community agencies which can provide these services.

Existing services must be effectively coordinated to provide a social economic mix of children, as well as an uninterrupted continuum of care. To accomplish this work must be done at both the state policy level and at the level of the individual child care provider. The state must explore new ways to make public funds for services accessible to community provider agencies, such as voucher programs. Providers must be able to link clients with existing services and streamline their enrollment process to expedite placement, especially during times of family crisis.

Domestic Violence

In cases of domestic violence, when a woman and her children have sought shelter services, child care is a necessity. The provision of child care can enable the battered woman to take care of necessary legal matters, which may include the filing of charges and the ensuing court related process. She can also deal with her financial situation—seeking child support, welfare benefits and/or employment—as well as address her need for permanent housing. During this period the woman may also be experiencing severe emotional distress. Although her children do need to be with her, child care for a portion of the day can provide a woman with the necessary respite to enable her to continue to interact positively with her children.

The child care provided for children whose mothers are victims of domestic violence must be sensitive to the special needs of this population. Children who experience or witness violence in the home often suffer long-term effects which hamper their development and ability to relate positively with other people. Violence as learned behavior feeds an inter-generational cycle of violence, with female children likely to become victims of abuse and male children likely to become

abusers. These children need reinforcement of non-violent behavior, social development, creative outlets to express ideas and feelings, and organized social/recreational activities, as well as an overall nurturing environment designed to enhance the development of a strong positive self-image.

Because child care programs rarely have openings when needed by victims of domestic violence, and because children caught in the cycle of domestic violence have unique needs, battered women's shelters developed their own in-shelter child care programs. It is, however, sometimes positive to utilize community child care programs; especially if the child were enrolled prior to the family using shelter services.

Homelessness

New Jersey is faced with a growing number of children and families in economic distress because they can no longer afford the basic necessity of shelter. Reasons for homelessness include the high cost of rent and utilities, job loss, and lack of available low cost housing. In many communities the number of housing units available to low income families is declining due to private renovation, and urban renewal and revitalization projects. Inhabitants are often displaced from their dwellings as the result of urban decay, owners abandoning buildings, and high rents due to owners upgrading their properties.

Families are often forced into temporary or emergency housing arrangements. Placed in hotels, motels, and often faced with unsafe, unclean and overcrowded living conditions, child care is a necessity for homeless families. These services enable the child to be temporarily removed from stressful, overcrowded living conditions for a portion of the day and eliminate the possible need for crisis intervention requiring out-of-home placement. By relieving child care responsibilities during the day, the parent is better able to seek and obtain affordable housing and employment.

Child Abuse and Neglect

Child care services have long been recognized as an integral part of the treatment plan for cases under DYFS protective services supervision. Day care for the child provides relief from family living pressures, positive and consistent interpersonal relationships, and a safe environment. Child care reduces the risk of abuse and neglect by providing the parent with relief from the tension caused by full-time child care responsibilities.

Based on the needs of the child or family, the types of child care services available for district office use include in-home, family day care homes and center-based child care services. Child care is also used as a support service to meet the needs of foster care and para-foster care parents. For example, of all cases referred for placement under admission priority #1 in Social Services Block Grant (SSBG) funded child care centers, as many as 33 percent of the children enrolled were in foster or para-foster care placements.[33]

Substance Abuse

The dangers of drug and alcohol abuse pose a major problem affecting thousands of children and families in New Jersey. The problems associated with substance abuse, just in terms of providing medical services to treat the infants of mothers who used drugs during pregnancy, place a tremendous strain on the critically limited supply of healthcare resources available. The cost in actual dollars of these services is astronomical. The evidence of the physical effects of drug abuse on young children has been well-documented by the medical community. Mothers using heroin, cocaine and other illicit drugs are more inclined to give birth prematurely to low weight babies, who are more susceptible to infections. The children are apt to suffer from speech problems and developmental disabilities.

Although having children is an event that leads some parents to realize that assistance is needed to help them overcome their dependency, for many others this is not the case. Substance abuse becomes integrally related to other problems. DYFS reports that 40 to 60 percent of all child abuse cases involve parents with drug and/or alcohol abuse problems.[14]

Child care providers must be able to identify signs or symptoms of substance abuse in parents and recognize the need to refer parents to appropriate services provided by community agencies. The problem of substance abuse and the need for child care services are two-fold. For young children with severe health complications or physical handicapping conditions, specialized care provided in therapeutic nurseries is required. Early intervention is necessary to prevent further handicapping conditions. Another concern is the need for child care services to be provided while the parent is involved in counseling and/or therapy.

Incarceration

At the present time there are approximately 400 women and men in the Correctional Institution for Women at Clinton. Seventy-six percent of these individuals are parents. These parents experience feelings of separation, isolation, guilt, fear of losing their children and financial instability. These parents will need child care when they re-enter society; their children may also be in child care while the parents are incarcerated. In dealing with this population, child care providers will need special training regarding the effects of long-term separation on parents and children. Both parent and child will rely on the child care provider to help ease the transition as they put their family life back together.

Many of the child care needs of families in crisis are similar. Isolation, guilt and a sense of powerlessness are characteristic of all these parents. In addition, most have severe financial problems, and all are dependent in one way or another on institutions and/or social service agencies.

There are gaps in services to special populations including the existence of few prevention programs, the lack of available of child care, legal, regulatory and policy concerns, and transportation. Government agencies need to work together to assure support of families

experiencing these unique circumstances. Funding is needed to:

- Provide training for child care providers on issues such as the effects of alcoholism, long-term separation of families, effects of domestic violence on family/child, the effects of child abuse/neglect;
- Increase the availability of child care in correctional institutions especially during visiting hours;
- Require mandated child care services in residential treatment centers; and
- Provide quality child care for children of domestic violence victims, which includes educational and recreational services.

Government has a responsibility to advocate for these children and families who often cannot speak for themselves.

SECTION II:

FINDINGS, RECOMMENDATIONS AND FISCAL AGENDA

Section I dealt with the status of child care in New Jersey and the concerns raised by parents, advocates and providers throughout the Child Care Hearings and Conference process. This section explains the findings and specific recommendations which evolved from a thorough analysis of that material. Explicit strategies for implementation are outlined when possible. For more complex recommendations, a general course to begin resolution of the issue/problem is set.

The seven findings and forty-three recommendations in this section parallel as closely as possible the sequence of issues as presented in Section I. This was not always possible, as many of the issues presented separately in Section I for clarity's sake are really part of larger, systems issues affecting child care and, therefore, require an integrated approach to resolution.

In order to begin the task of insuring accessible, affordable, quality child care services, a fiscal agenda for state government has been outlined following recommendations and strategies for implementation. However, government is not recognized as the only entity with major responsibility for subsidizing child care services. On the contrary, findings underscore the responsibility of employers and other civic and religious organizations to provide and/or subsidize child care services. The state's fiscal agenda is intended to enable government to pave the way, setting an example for the private sector to follow.

Many elements of the state's fiscal agenda call for government funds for direct child care subsidies for the poor and moderate income level families. Other recommendations request funding for more indirect services, such as those that help provide the necessary information to continue the child care planning process or regulate child care systems. Still other recommendations request government to invest money in child care in order to solicit the active support of the private sector.

AVAILABILITY, AFFORDABILITY AND ACCESSIBILITY

FINDING:

More affordable, accessible quality child care resources are needed to meet New Jersey's growing needs.

Recommendation 1: ***A comprehensive multi-correlated impact study must be completed to determine present and future child care needs, as well as the costs and benefits associated with provision of services to meet those needs. Factors to be considered and areas to be addressed in the study must include: employment and economic growth forecasts, geographic disbursement and concentration of need, birth rate as***

it affects service needs, population characteristics such as income and ethnic differences, specific needs of non-English speaking populations, and parental preference regarding type of care—center- or home-based.

Strategy for Implementation

a. Establish a study design and oversight committee under the auspices of the Child Care Advisory Council. The committee will include representatives from: bilingual and multicultural programs; family day care; private not-for-profit programs; private for-profit programs; federally subsidized programs; infant, pre-school and school-age child care programs; specialized child care programs, such as medically needy child care and therapeutic crisis nurseries; and parents.

b. Secure additional resources to assist in determining the scope and resource requirements necessary to conduct this comprehensive state- and county-based needs assessment.

c. Commence and complete survey. Analyze data.

d. Use study findings to augment the existing child care planning process by examining study data in relation to current resources and expansion plans. Use findings to ensure that an accurate projection of resources required to provide and expand services is outlined through the year 2000, considering appropriate geographic and economic distribution of resources. Insure that interest groups are provided with detailed information from the study to assist them in examining and improving services.

Fiscal Agenda

$175,000 to be appropriated in SFY '89 for use by the Child Care Advisory Council to conduct the comprehensive multi-correlated child care impact study.

Recommendation 2:

Wherever possible expand existing child care services to meet changing community needs.

Strategy for Implementation

a. Traditional half-day programs should be encouraged to increase hours to provide full-day service to meet the needs of working parents.

b. All programs should be encouraged to offer additional services, including after-school care, infant care, sick child care and care for children with special needs.

c. Half-day Head Start programs should be expanded with non-federal funds to offer full-day services to meet the child care needs of parents who are employed or enrolled in training or education programs.

Fiscal Agenda

$2,000,000 in state funds for the extension of the Head Start day to meet the child care needs of those parents who are employed or enrolled in school/training programs and who have incomes at or below the federal poverty level. To provide all current Head Start parents with this option, $2,000,000 will need to be appropriated each year through the year 2000.

Recommendation 3:

Expand the number of available family day care homes in New Jersey.

Strategy for Implementation

a. Continue the search for additional family day care sponsoring organizations in New Jersey.

b. Identify all possible types of family day care sponsoring organizations, develop descriptive bilingual brochure on various examples of sponsorship, and hold regional or statewide seminars for prospective sponsors.

c. Target specific bilingual/bicultural populations and geographical areas in which to develop additional family day care homes (in conjunction with the child care needs assessment).

d. Target specific child care services for which to develop family day care homes, such as sick child care, respite care, school-age child care, infant care, evening/night care, weekend care and temporary care.

e. Identify potential groups from which to recruit family day care providers, such as healthy, active adults over fifty and former working mothers at home with infant/toddlers, etc.

f. Examine the concept of establishing family day care group homes for eight to ten children.

g. Analyze costs of administering family day care programs; identify most successful and reliable funding sources; develop training modules geared to special needs of family day care providers; and support efforts by sponsoring organizations to provide ongoing training.

h. Develop education and public relations materials to be used to solicit support of local governments, especially zoning boards, in the development of family day care homes.

i. Insure that adequate standards and monitoring procedures for homes are in place so that ongoing quality care is provided.

Fiscal Agenda

$350,000 to be appropriated in SFY '89 to develop a brochure, public relations materials, training modules, and to hold seminars to recruit family day care providers.

Recommendation 4:

To expand the availability of center-based infant/toddler care, the feasibility of developing an infant/toddler care system must be explored. Such a system would include a center-based program or sponsoring agency as a core, with a network of satellite infant/toddler family day care homes. The sponsoring agency will provide technical assistance, training or other supportive services to the infant family day care home.

Strategy for Implementation

Establish a working group with representatives of infant/toddler and pre-school center-based programs, family day care providers and parents to examine the feasibility of developing this type of system.

Fiscal Agenda

Appropriate funding will be determined and included in the SFY '90 and '91 budgets following the completion of the feasibility study.

Recommendation 5:

Develop a statewide needs assessment to demonstrate the need for school-age child care (SACC)

Strategy for Implementation

Determine the present and future needs of families for School-Age Child Care include:

- Demographics of families in need,
- Times that SACC is needed,
- Expectations for SACC programs,
- Determination of affordable cost of care,
- Determination of most appropriate location, with strong emphasis on examination of the role of schools and their willingness to cooperate in the provision of care,
- Growing need for service
- Need for legislation to regulate the system
- Funding to offset costs to parents

Fiscal Agenda

Use monies available through the Federal Dependent Care Grant (P.L. 98-558 Section D) to fund the needs assessment.

Recommendation 6:

Create one office within state government to be responsible for the coordination of all aspects of child care policy and service development.

Strategy for Implementation

a. Determine where in state government it would be most beneficial to establish an Office on Child Care.

b. Secure the support and cooperation of governmental agencies to insure that one child care policy office is established to work with all departments and divisions presently responsible for child care services and policy.

Fiscal Agenda

During SFY '89 determine additional funds needed to establish this office within state government and secure the needed appropriation in SFY '90 budget request.

QUALITY OF CARE

FINDING:

Children and their families who use child care services are entitled to a quality experience. Many parents need general information to help them determine what constitutes quality in a child care program. In addition, an incentive system is needed, which would uniformly recognize those programs that exceed mandated baseline quality standards. The general public must also be educated to understand its role in providing and insuring quality child care services.

Recommendation 1: ***Establish a uniform incentive system which recognizes programs which exceed current mandated minimum quality standards.***

Strategy for Implementation

a. Pursue the adoption of an existing accreditation system for child care programs in New Jersey by:

- investigating various accreditation models;
- recommending a statewide model and determining funds necessary for implementation; and,
- coordinating with the state's Department of Education to insure that institutions of higher learning offer a course curriculum with an accreditation component.

b. Insure that multi-lingual/cultural issues are addressed in defining quality as related to the accreditation system.

Fiscal Agenda

The departments of Human Services, and Higher Education are requested to undertake this mutual task in SFY '89, in cooperation with the Child Care Advisory Council, utilizing existing resources within the departments. Monies needed to implement the accreditation system should be requested in the appropriate departmental budget in SFY '90.

Recommendation 2:

Design a public relations campaign aimed at increasing the knowledge of parents and the general public about quality child care.

Strategy for Implementation

a. Under the auspices of the Child Care Advisory Council, establish a working committee composed of governmental and community representatives, including representation from the Governor's office. The committee's role shall be to develop and distribute a series of public information materials designed to address all types of child care. Quality of care, as well as availability and affordability, shall be addressed. Special emphasis will be placed on the role of employers in supporting the provision of child care services for employees, child care as a profession and educating parents regarding the incentive system to determine the quality of care.

b. Enlist the assistance of the media to educate the public on the types and quality of child care available, and the need for additional child care programs, including school-age, sick, infant and special needs care.

c. Utilize county level non-profit agencies to facilitate meetings between employers and child care representatives, with the goal of creating a better understanding of the mutual benefits and responsibilities of each.

Fiscal Agenda

$350,000 is needed in SFY '89 to develop and print materials for the child care public relations campaign, and to fund county agencies to work with local child care and employer representatives to increase employer supports for child care.

CHILD CARE REGULATION

FINDING:

Both parents and child care professionals agree that there is a need for state government to regulate minimum standards for the provision of all child care services.

Recommendation 1:

The state's Department of Education should adopt regulations governing early childhood education and child care programs operated by public schools for children up to thirteen years of age. These regulations should contain standards that are not lower than the level of child care center licensing regulations adopted and implemented by the Division of Youth and Family Services (DYFS).

Strategy for Implementation

The department, in cooperation with the Child Care Advisory Council and DYFS' Bureau of Licensing, should determine and adopt standards for the operation of early childhood education and child care programs within the public schools. The department should also secure statutory authority to establish these standards.

Fiscal Agenda

$75,000 to be appropriated to the department in SFY '89 to establish these regulations.

Recommendation 2: ***Amend the Child Care Center Licensing Act (N.J.S.A. 30:5-B-1 to 15) to:***

- ***clarify the provision in the existing law governing which children are counted in determining whether a child care program has met the definition of a child care center (threshold level);***
- ***modify the existing exemption for special activities programs in a way that restricts this exemption to programs providing only one kind of special activity and that serve children for less than two hours at a time;***
- ***extend the upper age threshold in child care centers for licensing purposes from six to thirteen years of age and establish appropriate program standards;***
- ***eliminate the current exemption from licensure of pre-school programs that are an integral part of a private elementary school system or institution with grades K-6;***
- ***call for DYFS' Bureau of Licensing to conduct annual life-safety and program inspections of licensed child care centers; and***
- ***authorize DYFS to devise and implement administrative sanctions (such as fines) against child care centers that fail to comply with, or continuously disregard, the law and regulations.***

Strategy for Implementation

Establish a working group under the cooperative auspices of the Bureau of Licensing and the Child Care Advisory Council to determine all necessary revisions to the Child Care Licensing Act and to develop or revise standards.

Fiscal Agenda

$2,365,000 to be appropriated in SFY '89 to enable the bureau to hire sufficient staff to perform annual inspections of programs ($2,000,000), to regulate school-age child care programs ($175,000), and

pre-school centers operating in private schools ($125,000), and to institute sanctions against programs failing to comply with the law and regulations ($65,000).

Recommendation 3:

As there has been a net increase of 23 percent in the number of licensed child care centers since 1983 and an increase of 357 percent in the number of complaints against centers, additional staff must be allocated to DYFS' Bureau of Licensing to meet its increasing responsibilities.

Strategy for Implementation

DYFS should prepare a budget request for SFY '89 which includes monies to implement this recommendation.

Fiscal Agenda

$450,000 should be allocated to DYFS in SFY '89 to increase its current complement of child care center program inspectors from seven to eleven, its child care life-safety inspection staff from seven to eleven, its supervisory staff from three to five, and its paraprofessional and clerical support staff from eight to eleven.

Recommendation 4:

An immediate appropriation is needed to fund the Family Day Care Provider Registration Act so that sponsoring organizations can register homes on a voluntary basis in their designated geographical areas.

Strategy for Implementation

Secure a supplemental appropriation in SFY '88 and request funds in the SFY '89 budget.

Fiscal Agenda

$500,000 is needed in SFY '88 and '89 to allow for the voluntary registration of family day care homes.

Recommendation 5:

Implement mandatory state regulation of family day care homes in SFY '90.

Strategy for Implementation

a. Expedite the establishment of voluntary family day care registration standards and county based sponsoring organizations.

b. Seek the sponsorship and support of legislators to revise the Family Day Care Registration Act to establish a mandatory registration system.

c. Provide sponsoring organizations with the fiscal resources needed to implement the system.

Fiscal Agenda

$4,000,000 to be appropriated in SFY '90 to implement a mandatory family day care registration system, with the bulk of these funds allocated to sponsoring organizations to cover the cost of registering, training, evaluating, and monitoring homes. The remaining portion of the funds will be used by DYFS' Bureau of Licensing to monitor sponsoring organizations and conduct random inspections of family day care homes.

SUBSIDIZING THE CHILD CARE SYSTEM

FINDING:

Both government and the private sector must join forces to provide additional child care subsidies for eligible populations.

Recommendation 1: ***Establish a committee to explore possible revisions of New Jersey tax laws to secure an ongoing funding source for child care services.***

Strategy for Implementation

a. Under the auspices of the Child Care Advisory Council, create an oversight committee consisting of representatives from child care programs, the corporate sector, industry and government.

b. This committee will review the problem at hand and develop a tax-based solution, such as an additional toy tax, to fund child care services at a base level for all consumers. The committee will also design a sliding fee scale, based on family size and income, for a partial co-payment system.

c. This committee should address the need to generate funds to subsidize child care directly, as well as explore and develop strategies for employer involvement. A plan for zoning and tax incentives for residential and commercial developers that agree to include child care facilities in new construction projects should also be developed.

d. The committee should review the feasibility of creating a child care tax deduction within New Jersey's income tax laws.

Fiscal Agenda

Need will be determined following submission of the committee's report to the Child Care Advisory Council.

Recommendation 2: ***Immediately establish a Public/Private Child Care Partnership Trust Fund to help subsidize the cost of care to families with low and moderate incomes. In this fund the state would match monies contributed by the private sector.***

Strategy for Implementation

a. Establish a working group to draft legislation to create the fund.

b. Secure support and sponsorship of legislators to insure prompt legislative approval of the bill and enlist the active support of the Governor for this project.

c. Allocate funds to non-profit county agencies to educate and assist consumers and employers in the issuing of subsidized education.

Fiscal Agenda

$500,000 to be appropriated in SFY '89 to establish the Public/Private Child Care Partnership Trust Fund.

Recommendation 3:

Support legislation and bond issues to establish low interest loans and grants for expansion of child care facilities. These funds would also be used to help meet the costs of renovation necessary to comply with state building/fire codes and licensing requirements.

Strategy for Implementation

a. Support current legislative efforts and secure additional support to establish a mandated loan/grant fund.

b. Develop bond issues and secure support for passage.

Fiscal Agenda

- $2,000,000 to be appropriated in SFY '89, SFY '90 and SFY '91 to establish a loan/grant fund for expansion and life-safety renovations of child care facilities.
- $6,000,000 bond issue to be secured for distribution over SFY's '90 and '91 for the life-safety renovations and expansion of subsidized child care programs.

Recommendation 4:

Expand the child care subsidy voucher programs to increase availability of private child care to low and moderate income families, and families with special needs.

Strategy for Implementation

a. Secure support for appropriation.

b. Develop funding formula to allocate funds, with funds primarily targeted to areas which currently have low Social Services Block Grant allocations for child care and a large unmet need for subsidy.

Fiscal Agenda

$5,000,000 to be appropriated in SFY's '89, '90 and '91 to create 9,000 additional voucher slots for 3,000 infants, 2,000 pre-schoolers, and 4,000 school-age children.

Recommendation 5: ***Increase state funding to the Social Services Block Grant (SSBG) to raise the number of subsidized child care slots available.***

Strategy for Implementation

Allocate monies to counties according to the Department of Human Services fair funding formula to increase slots for infants and toddlers, pre-schoolers, and school-age children, with teen parents being earmarked as the highest priority population to receive services.

Fiscal Agenda

$5,000,000 to be allocated in SFY's '89, '90 and '91 to increase the numbers of subsidized child care slots available for income eligible populations through the Social Services Block Grant.

Recommendation 6: ***Allocate state monies to fund a New Jersey Head Start-like program to meet the early childhood education and child care needs of children three and four years of age living in poverty.***

Strategy for Implementation

a. Secure support from the Governor and the Legislature to allocate funds to implement this program.

b. Expand Head Start pre-school programs to serve more children. Additional monies to be allocated to provide early childhood education and extended child care services to poverty level working families and families participating in education and training programs leading to employment.

c. Initiate the development of long-term economic independence for Head Start families through the efforts of the divisions of Public Welfare and Youth and Family Services.

Fiscal Agenda

$2,000,000 to be appropriated in SFY '89, with additional $2,000,000 appropriations being allocated annually through the SFY 2042, to fund slots for children three and four years of age living in poverty.

Recommendation 7: ***Funding must be targeted to provide child care services to teenage parents who are in school and/or in training.***

Strategy for Implementation

a. Monitor progress and results of the federal grants implemented in Newark and Camden.

b. Identify funding streams in order to address the child care needs of teenage parents in a comprehensive manner, including infant care, pre-school, family day care and after school care.

c. Allocate appropriate resources and seek necessary legislation to address the child care needed.

d. Review the progress of teenage parents who have been provided child care services and publish a report of the findings.

e. Identify special supports needed by teen parents and develop strategies to ensure their provision.

Fiscal Agenda

Earmark one-half of the slots made available through Recommendation 5 (Subsidizing the Child Care System) for priority use by teen parents in SFY's '89, '90 and '91.

Recommendation 8:

The New Jersey Department of Human Services must provide specific funds to address the child care needs of special populations, including parents in correctional institutions, parents in residential substance abuse facilities and parents who are victims of domestic violence.

Strategy for Implementation

a. Work with the state's Department of Corrections to identify needs of their populations and identify department funds available to address this need. Secure funding for pilot programs to address:

   the availability of child care in correctional institutions during visiting hours; and

   the availability and accessibility of quality child care services for victims of domestic violence.

b. Evaluate the impact of such programs on the specific population.

c. Explore the feasibility of mandated child care services in residential treatment centers for substance abuse.

Fiscal Agenda

$1,000,000 to be appropriated in SFY '89 to pilot programs for these populations.

Recommendation 9:

Increase the level of resources to support family day care.

Strategy for Implementation

a. Include family day care homes and sponsoring organizations in expansion of child care voucher projects in New Jersey.

b. Expand the practice of co-payment of fees for FDC provided to families eligible for subsidies. Promote the expansion of use of the Child Care Food Program (CCFP) in existing and future FDC sponsoring organizations, including supplemental technical assistance for implementing and monitoring the CCFP.

Fiscal Agenda

All monies targeted for child care subsidy expansion in Recommendations 4 and 5 (Subsidizing the Child Care System) to be made equally available to fund family day care.

Recommendation 10: *Funding to the New Jersey Child Care Resource and Referral (CCR&R) System should be increased.*

Strategy for Implementation

a. Expand CCR&R to include all twenty-one counties.

b. Secure necessary funding from the state as well as from various other sources, such as individual employers, county governments and United Ways.

c. Expand available services to include:

- vacancy and placement information for parents;
- specialized training workshops for providers;
- toll-free hotline service for statewide information; and
- "starter kits" for providers, including basic information on what is needed to sponsor a day care program.

Fiscal Agenda

$1,000,000 to be appropriated in SFY's '89 and '90 to provide baseline services in all 21 counties. Additional funds to be sought from the private sector.

Recommendation 11: *Promote state government to take a leadership role in providing child care services to its employees.*

Strategy for Implementation:

a. Develop a state policy on child care services to employees.

b. Identify government departments, divisions, and offices where model child care service programs can be developed and implemented.

Fiscal Agenda

$1,000,000 to be appropriated in SFY '89 to establish child care programs for state employees.

Recommendation 12: *Explore all avenues to provide for an increase of salaries for child care workers and professional staff.*

Strategy for Implementation

a. Request state government to take the lead in establishing basic wage levels for child care positions in SSBG funded programs and state operated centers.

b. Spearhead a campaign to develop a state child care policy to underwrite a portion of the cost of child care. This would provide affordable child care for parents, and allow child care workers to earn an adequate wage.

Fiscal Agenda

Following the completion of a study by the New Jersey Statewide Coalition for Child Care in SFY '88, a recommendation for the establishment and support of basic wage levels for child care employees in state funded programs will be made. This would include a request for funding in the SFY '89 budget or SFY '89 supplemental appropriation.

Recommendation 13:

Identify all child care programs supported by, or affiliated with, religious organizations in New Jersey. Use this information to encourage more broad-based support.

Strategy for Implementation

a. Establish a broadly represented, religious affiliated Ad Hoc Task Group, under the auspices of the Child Care Advisory Council, to design methodology and an instrument to survey the religious community to secure this information.

b. Survey religious institutions and organizations.

c. Use survey results to develop approaches to the religious community.

d. Design and launch campaign.

e. Evaluate progress and success.

Fiscal Agenda

Resources will be sought from the private sector and religious institutions to support this effort.

CHILD CARE: THE PROFESSION

FINDING:

There is a great deal of concern on the part of child care professionals regarding certification requirements for early childhood educators. This issue must be thoroughly researched, as well as the training and management needs of child care staff. A solution to the low salaries paid to child care professionals must be determined.

Recommendation 1: ***A comprehensive survey of salaries paid to child care staff should be completed. Survey findings should be immediately analyzed and solutions to this problem quickly developed.***

Strategy for Implementation

a. The Child Care Advisory Council will work cooperatively with the New Jersey Statewide Coalition for Child Care to complete the salary survey.

b. Upon completion of the survey, salaries should immediately be raised for personnel employed in programs under contract with the State for the majority of their services, such as Social Services Block Grant (SSBG) programs.

c. Comprehensive solutions to salary issues for all child care providers should be addressed by setting minimum salary levels and providing base funding to support child care services.

Fiscal Agenda

Current resources should be used to complete and analyze the salary survey. As indicated in Recommendation 12 (Subsidizing the Child Care System) funds should be requested in the SFY '89 budget to upgrade salaries in SSBG funded child care.

Recommendation 2: ***The New Jersey Department of Education in cooperation with the New Jersey Department of Human Services should commission a study of the long-term impact of the changes in teacher certification on the state's child care and early childhood education system. Research should also evaluate the effects on the provision of services and quality of care in early childhood programming.***

Strategy for Implementation

a. The Child Care Advisory Council, with the endorsement of the Governor, shall prepare a request to the Commissioner of Education to initiate the study process.

b. Request that the Department of Education reinstate the six-credit early childhood education certification requirement pending results of the study.

Fiscal Agenda

$100,000 to be appropriated in SFY '89 to fund impact study of changes in teacher certification on the child care system.

Recommendation 3: ***Child care training courses, based on a comprehensive training model that fosters career development and addresses multi-cultural/lingual approaches, should be made available and accessible to child care providers.***

Strategy for Implementation

The Division of Youth and Family Services' Training Office, in consultation with the Child Care Advisory Council and the departments of Education and Health, should design and implement a child care training curriculum to address the training needs of all child care staff. College level courses and in-service training should be used to provide training for child care center staff and family day care providers. The needs of management and support staff, as well as those who work directly with the children, should also be addressed. Prior to implementation this curriculum would be submitted to the full Child Care Advisory Council for review.

Fiscal Agenda

$1,000,000 to be appropriated in SFY '89 to fund a comprehensive child care training program.

Recommendation 4:

Society must recognize the value of child care as a profession so capable individuals will be attracted to, and retained in, this field.

Strategy for Implementation

Child care workers and professional organizations must launch a campaign to gain recognition of child care as a profession. To do this the varied sectors in the child care field must work together to secure adequate wages, benefits and training opportunities. The assistance and support of parents, employers and government must also be secured.

Fiscal Agenda

Use the child care public relations campaign outlined in Recommendation 2 (Quality of Care) to help gain recognition of child care as a profession. Private sources should be sought to fund lobbying and other efforts necessary to achieve outlined goals.

PARENTAL ROLE AND RESPONSIBILITIES

FINDING:

The child care provider offers an essential service to the working parent and has much potential to assist parents with their needs for support services. Parents also have many abilities and talents which can help providers enhance programming and advocate for services. A partnership approach between child care providers and parents will benefit the parent, the provider and most importantly, the child.

Recommendation 1: ***All child care programs should be required to have parent organizations, parents groups, or parent advisory committees, and to allow for parent input into the program, including its goals and objectives.***

Strategy for Implementation

a. Insure that the licensing manual and other regulatory guidelines adequately address the need for, and requirement of, input from parents.

b. Expand the Title XX pre-school Training Project to include a series of workshops to assist providers in working with parents. The forming of parent advocacy groups should be a main focus.

c. Develop a recommended schedule for providers that seeks parent input on a regular basis (minimum of twice yearly). Schedule training conferences designed specifically for parents.

d. Programs should encourage parents to form a parents organization. Representatives of existing parent organizations such as the PTA can be invited to make a presentation to parents in an effort to help them organize effectively.

Fiscal Agenda

For the most part additional fiscal resources are not necessary to implement this recommendation. The training component will be dealt with as part of Recommendation 3 (Child Care: The Profession).

Recommendation 2: ***Child care programs should be designed to encourage parental involvement.***

Strategy for Implementation

Programs should be provided materials and/or training which will assist them in:

- developing home/center communication strategies, including newsletters, postcard reminders, and public service announcements, to publicize program activities;
- planning and implementing flexible scheduling of activities;
- making provisions for transportation when needed; and
- training parents for service on boards of trustees or advisory boards.

Fiscal Agenda

Training and sample materials will be developed as part of Recommendation 3 (Child Care: The Profession).

Recommendation 3: ***Parents and providers must work together to insure that programs are developed which are sensitive to and appropriate for multi-ethnic populations.***

Strategy for Implementation

Under the auspices of the Child Care Advisory Council form an advisory committee comprised of parents (3/4) and providers (1/4) to discuss and make recommendations as to how to address this important issue.

Fiscal Agenda

Fiscal agenda will be determined after recommendations have been finalized. Appropriate budget requests should be earmarked for SFY's '90 and/or '91.

MEETING FAMILIES' UNIQUE NEEDS

FINDING:

Families with special needs also require child care services. Since the child care industry has not been able to keep pace with mainstream needs, the child care needs of special populations are often unaddressed.

Recommendation 1:

The Division of Youth and Family Services (DYFS) must expand its current child care staff education program on the problems of child abuse and neglect to include all child care personnel. This course must also be broadened to include information on working with families experiencing problems with domestic violence and substance abuse.

Strategy for Implementation

a. Develop new program components with assistance of the New Jersey Coalition for Battered Women, the Division on Women and the Department of Health.

b. Request that DYFS implement any new program components no later than January 1989.

Fiscal Agenda

Cost will be determined as the program is developed. Required monies will be requested in the SFY '90 budget.

Recommendation 2:

The Division of Youth and Family Services (DYFS) should implement a long-range plan to increase enrollment of children under DYFS protective service supervision in Social Services Block Grant (SSBG) funded community-based child care centers.

Strategy for Implementation

a. Enforce admission policies in government subsidized child care programs.

b. Examine the possibility of subsidizing services at a higher rate to families in protective custody as an incentive to increase enrollment in SSBG funded centers.

c. DYFS and the Child Care Policy Development Board should examine the need to increase the special needs requirement of admissions priorities 1 and 2, from 15 percent to 25 percent.

Fiscal Agenda

Costs will be determined pending development of the long-range plan to accomplish this goal.

Recommendation 3: ***The Division of Youth and Family Services should establish a crisis care system in the state which would make respite care available to high risk populations.***

Strategy for Implementation

a. Determine the extent of need and highest priority areas.

b. Explore the feasibility of adding this capability to existing day care programs and developing family day care homes for this purpose.

c. Design phase-in of statewide system.

Fiscal Agenda

Funds necessary to implement a statewide respite care system will be determined following a thorough study of this issue. Dollars should be requested no later than in the SFY '91 budget.

Recommendation 4: ***The state's Department of Human Services must take a leadership role in encouraging and assisting child care programs to provide a family-centered approach to services which recognizes and appreciates cultural differences while attempting to meet the multi-service needs of families.***

Strategy for Implementation

The department must work with representatives of the Hispanic Working Group, the Puerto Rican Coalition for Child Development of New Jersey, Inc., refugee and immigrant populations, parents, child care providers and other ethnic resource persons to determine the best course for successful implementation.

Fiscal Agenda

No fiscal agenda earmarked for this purpose. Existing resources should be used.

Recommendation 5:

Private agencies which are bilingual/multi-cultural or family day care sponsors should be contacted to recruit, train, and monitor bilingual/multi-cultural family day care providers.

Strategy for Implementation

a. Using the results of the comprehensive statewide needs assessment identify the language and cultural requirements for the priority areas. Identify funds for contracting for services. Develop programmatic guidelines and standards for providers.

b. Identify qualified organizations within priority areas capable of providing services. Any generic agency selected to provide service must (1) employ ethnic staff with appropriate cultural background and language capability and (2) operate according to established family day care standards.

c. Develop requests for proposals (RFPs) and distribute to qualified agencies. Implement programs in priority areas. Review program annually and adjust to meet changing needs of the particular ethnic population.

Fiscal Agenda

$450,000 to be appropriated in SFY '89 to fund pilot projects throughout the state.

Recommendation 6:

A network of support services, (including health, economic potentials, human services, education and labor related) must be developed and made available in local communities to teenage parents who are in school and/or in training.

Strategy for Implementation

a. Explore the possibility of providing such services in or near schools. The delivery of child care services, as well as parenting instruction for this population should also be explored.

b. Develop a plan to address the transportation, and resource and referral needs of teen parents who are in school, training or on the job.

c. Provide the selected curriculum model to all interested parties to be used as a guide in establishing parenting programs.

Fiscal Agenda

Funds needed to implement this system will be determined and requested in the SFY '91 budget.

Recommendation 7:

School districts should be encouraged to provide parenting classes to teenage parents as part of the mandated family life education curriculum.

Strategy for Implementation

a. Explore the feasibility of jointly funding these services through the departments of Human Services and Education.

b. Establish a working relationship with the Adolescent Task Force in order to review present programs and curricula used in parenting programs throughout the country. Use the material and findings of *No Easy Answers: A Blueprint for Action in Working with Pregnant and Parenting Adolescents and Those at Risk*.

c. Provide the selected curriculum model to all interested parties to be used as a guide in establishing parenting programs.

Fiscal Agenda

Resources needed to implement parenting classes will be determined following selection of the curriculum model and analysis of school districts' capability of providing these services. Resources should be determined for inclusion in the SFY '91 budget.

Recommendation 8: ***Insure that the comprehensive child care needs assessment adequately addresses the child care needs of families with children having special medical, physical and/or emotional needs.***

Strategy for Implementation

Insure that representatives of these populations have input into the development and review of the comprehensive needs analysis.

Fiscal Agenda

No specific fiscal agenda earmarked for this purpose.

Recommendation 9: ***Explore in-depth solutions to the lack of available child care services for special needs populations.***

Strategy for Implementation

a. Working with the New Jersey Department of Health's Special Child Health Services, the Department of Education, the Division of Developmental Disabilities, the Division of Youth and Family Services and representatives of the Child Care Resource and Referral (CCR&R) system, develop an inventory of child care programs which serve children with special needs.

b. Add listing of resources available to the CCR&R System data bank.

c. Compare need to resources available and make recommendations for future funding.

d. Request the Department of Human Services' divisions of Youth and Family Services and Developmental Disabilities to coordinate efforts with the Department of Education to explore a fixed unit rate for services for the special needs child.

e. Explore the development of family day care networks designed to serve children with special medical, physical and/or emotional needs.

Fiscal Agenda

Necessary resources will be determined following further study of this issue. Resources should be targeted for inclusion in the SFY '91 budget.

Recommendation 10:

Improved coordination and cooperation must be established between school systems and child care providers serving populations with special needs and handicapping conditions so that all eligible children in New Jersey have equal access to mandated services.

Strategy for Implementation

a. Enlist the active support and endorsement of the state's Department of Education, the School Boards Association, the New Jersey Education Association, the Department of Human Services, the Department of Health and other necessary parties.

b. Prepare and distribute materials/information which will assist local parties to successfully address coordination needs and access issues.

c. Designate the New Jersey Department of Education as the lead agency to provide technical assistance and to function as a clearinghouse for problem resolution regarding equal access to services.

Fiscal Agenda

Existing resources to be utilized for the present.

CHILD CARE PLAN FISCAL SUMMARY:

SFY '89	
$ 175,000	Comprehensive child care needs and preference impact study
$2,000,000	Extend Head Start day to meet child care needs
$ 350,000	Family day care recruitment
$ 350,000	Public information campaign on quality child care
$ 75,000	Regulate child care in the public schools
$2,365,000	Implement revision of Child Care Licensing Law
$ 450,000	Annual inspections of licensed child care centers
$ 500,000	Implement Family Day Care Registration System
$ 500,000	Establish Public/Private Partnership Fund to subsidize child care for low and moderate income families
$2,000,000	Loan/grant for expansion and life-safety renovation of child care facilities
$5,000,000	Voucher subsidies for income eligible families
$5,000,000	Increase SSBG programs
$2,000,000	Expand Head Start
$1,000,000	Pilot programs to address child care needs of parents in correctional and residential facilities
$1,000,000	Child Care Resource & Referral System
$1,000,000	Establish child care programs for state employees
$ 100,000	Teacher certification impact study
$1,000,000	Comprehensive child care training program
$ 450,000	Bilingual/multicultural family day care
TOTAL:	$25,315,000

To be determined:

Money to upgrade salaries of child care staff in SSBG funded program

SFY '90

$2,000,000	Extend Head Start day care to meet child care needs
$4,000,000	Implement mandatory family day care registration
$2,000,000	Loan/Grant to renovate and expand programs
$3,000,000	Bond issues for expansion and life-safety renovation
$5,000,000	Voucher subsidies for income eligible families
$5,000,000	Increase SSBG programs
$2,000,000	Expand Head Start
$1,000,000	Child Care Resource and Referral System
TOTAL:	$24,000,000

To be determined:

Dollars to establish an Office on Child Care

Dollars to establish an accreditation system

Dollars for multi-ethnic sensitivity

Dollars for special needs training

SFY '91

$2,000,000	Extend Head Start day care to meet child care needs
$2,000,000	Loan/grant for renovation and expansion of programs
$3,000,000	Bond issue for expansion and life-safety renovation
$5,000,000	Voucher subsidies for income eligible families
$5,000,000	Increase SSBG programs
$2,000,000	Expand Head Start
TOTAL:	$19,000,000

To be determined:

Dollars for Infant/Toddler Family Day Care System

Dollars for a Statewide Crisis Care System

Dollars to establish support services for teen parents

Dollars for Special Needs Child Care

SECTION III:

CONCLUSION

Child care has come of age in America. It is no longer the need of few but of many. Consequently, child care is experiencing growing pains. Needs are clear and the problems associated with growth are many. However, this plan represents the beginning of New Jersey's answer to its growing child care needs. The information presented in this plant attests to the complexity and interrelatedness of child care issues. The necessity of support from a variety of sources, if quality child care is to be available for those who need it at an affordable price, is obvious. It is also obvious that the child care support system must be restructured and strengthened, preferably within the context of a national child care policy.

In New Jersey, it is clear what has to be done and who has to do it. Complex, divergent needs must come together. Government, the community and the corporate sector must work collectively on the short- and long-term solutions to resolve the child care crisis. The importance of statistics presented in this plan cannot be overemphasized. The startling inadequacies of the Social Services Block Grant (SSBG) and Head Start subsidy systems to meet the needs of New Jersey's children in poverty is illustrated by the following:

- The SSBG child care support system, in existence in one funding form or another since the 1960's, currently meets the needs of three percent of New Jersey's eligible population.
- If the state contributes $2 million each year from now until the year 2042, there will finally be enough Head Start slots to offer poor children this necessary enrichment and prevention program.

The first steps to meet critical needs are presented in this plan. However, the process of defining child care needs, setting goals and developing fiscal agendas will stretch far into the future. Each year the Child Care Advisory Council will assess progress and determine the course of action necessary to meet established child care goals. Through the year 2000, an annual report will be made to the Governor and the full Legislature outlining accomplishments and requesting necessary funds. With the help and support of government, industry, community organizations and parents, the challenge of today's child care needs can be met for present and future generations.

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References are written in accordance with *Publication Manual of the American Psychological Association,* Third Edition, Chapter 3, pp. 117-123.

GLOSSARY

accessibility: the ability of an individual or family to secure and make use of child care services. Is the child care which is available, accessible to parents? Is it in sufficient proximity to home and workplace to make it feasible for use, or is there convenient affordable public transportation to the care site? It may also refer to the means by which parents find out about child care services.

affordability: the cost of child care services relative to the ability to pay.

availability: the quantity of child care present in a geographical area for a given age range of children, or a particular type of child care program.

caregiver: an individual who cares for and supervises children in either a child care center or a family day care home.

Certificate of Life Safety Approval: the certificate issued to child care programs which are not required to be licensed by law. Issuance of the certificate implies that the program is in full compliance with the physical facility and life-safety requirements, as specified in N.J.A.C. 10:122-5.1.

child care center: licensed child care centers are defined as "any facility, by whatever name known, which is maintained for the care, development and supervision of six or more children under six years of age who attend the facility for less than 24-hours-a-day. This term shall include, but not be limited to, such programs as child care centers, day care centers, drop-in centers, night-time centers, day nursery schools, play schools, cooperate child care centers, centers for children with special needs, infant-toddler programs, employment related centers and nursery schools" (N.J.A.C. 10:122-1.2). Also, programs which provide child care services to children six through thirteen years of age. A child care center generally operates ten to twelve hours per day, five days per week, all year around.

child care food program: the nutrition and nutrition education program funded by the U.S. Department of Agriculture, which in New Jersey is administered by the Department of Education.

child care provider: generally, an agency which offers child care services. May also refer to an individual who cares for children.

child care resource and referral: a service that provides information about child care and related services, counseling for parents on locating and selecting quality child care, and referrals to local providers. Services may include caregiver training, parent education, technical assistance to employers and others interested in child care services and community education.

employer-supported child care: child services provided to employees which have been subsidized by employers. May include on-site child care centers, voucher subsidies, extended resource and referral services.

family day care home: child care for five or fewer children of the same or varying ages in the caregiver's home for less than 24-hours-a-day. Note: Regulations for New Jersey registered FDC homes will go into effect late in 1987.

Family Day Care Provider Registration Act: Public Law 1987, Chapter 27, approved January 27, 1987, which provides for the protection of children through the voluntary registration of family day providers.

family day care sponsoring organization or agency: an agency or office which recruits, trains, screens and monitors family day care providers/homes.

fiscal year: a twelve-month period of time to which an annual budget applies and at the end of which an agency determines its fiscal position and the results of its operations. New Jersey state government has a July 1 to June 30 fiscal year (SFY). The federal government has an October 1 to September 30 fiscal year.

fixed unit rate/s: one or all of the sixteen established rates of reimbursement for child care center services funded with Social Services Block Grant (SSBG) monies.

fixed-price contracting: the streamlined contracting process which reimburses providers for center-based child care SSBG services rendered at one of the established fixed unit rates of payment per component.

Head Start: a federally funded comprehensive child development program for children three and four years of age living in poverty. It is mandated to enroll handicapped children in 10 percent of its contracted spaces.

infant care: care provided to children up to eighteen months of age in a licensed child care center or family day care home.

in-home care: care provided in the child's own home by a live-in or daytime caregiver.

kindergarten: a developmental early childhood program that serves children during the year prior to first grade, usually for children five years of age. In New Jersey, kindergartens not affiliated with public schools or private educational institutions or systems providing educational instruction for grades one through six must be licensed by the Division of Youth and Family Services (DFYS).

level of service: the contracted ceiling of service to be delivered by an agency. It primarily refers to the 87 percent level of attendance requirement placed on SSBG programs to receive full reimbursement for services rendered.

license: in the state of New Jersey, a child care license is a certificate issued by DYFS' Bureau of Licensing which indicates that a child care center is in full compliance with the programmatic, physical facility and life/safety requirements, as specified in N.J.A.C. 10:122.

Manual of Standards: a manual containing the comprehensive regulations pursuant to N.J.A.C. 10:122 governing the establishment and operation of a child care center.

median average: the middle value above and below which lie an equal number of values.

national accreditation: a set of standards by which a licensed child care center may become accredited by the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC).

nursery school: a program licensed pursuant to N.J.A.C. 10:122 which generally offers a part-time educational program for pre-school children aged two-and-a-half to five years of age. A nursery school generally operates one or two 3-hour sessions each day for three or four days per week during the school year.

pre-kindergarten: an early childhood education program typically provided to children four years of age.

pre-school: usually, an educational and social development program for children aged two-and-a-half to five years of age.

purchase of service: a specified service for which government or an agency contracts with a private program.

quality child care: specific characteristics of child care programs that include, but are not limited to: trained, experienced staff; small group size; low child/staff ratio; appropriate space, equipment and materials; parent involvement and health and safety factors.

recreation programs: supervised programs sponsored by municipal departments of recreation and approved by the Board of Recreation Examiners of the New Jersey Department of Community Affairs.

school-age child care (SACC): programs for children five through thirteen years of age that are offered before and/or after school hours, and during vacations and holidays. SACC programs may be sponsored by, or located in, public schools, religious institutitions, child care centers, Y programs and community centers. In New Jersey SACC programs are not regulated by law.

shared care: care provided by a parent who cares for her own children and one or two others in a private arrangement among parents who know each other.

sick child care: in-home or center-based care for mildly ill children who are unable to attend school or their regular child care program.

Social Services Block Grant (SSBG): an amount allotted by the federal government to the state to be allocated for community-based social services in accordance with the state's priorities and procedures. In the block grant, 75 percent of funds are federal, with 25 percent generated by the state and/or local government and community agencies.

State Aid: one of the major subdivisions of the state budget. This category shall mean—

1. Monies paid by the state to a local government or to a nongovernmental agency for:
   a. Assistance distributed to local governments according to a formula.
   b. Assistance provided to aid local governments to carry out activities which are the responsibility of the local unit.
   c. Grants-In-Aid to non-governmental agencies for functions carried out on behalf of a local unit of government.
   d. Payments specifically designated by law as State Aid.
2. Expenses Incurred by a state department or agency on behalf of a local unit of government. Such expenditures may include:
   a. Monies budgeted by the state to make payments on behalf of local government.
   b. Administrative costs of State Aid programs.
   c. Costs of state personnel engaged in services normally provided and paid for by a local government.

summer camps: residential (sleepaway) or day camps that operate during the summer months and licensed by the Youth Camp Safety Act of New Jersey (N.J.S.A. 26:12-1 et seq.)

supplemental appropriation: an appropriation made in addition to (or supplemental to) the annual Appropriations Act.

toddler care: care provided to children ranging from eighteen months to two-and-a-half years of age.

vendor: child care providers who contract to receive payment for child care services from an agency; employer or similar source other than the parents.

voucher: a subsidy that assists parents in paying for the child care program which they select. Subsidies may be paid for by governments, employers and/or other sources.

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Figure 1

PROJECTION TO THE YEAR 2000
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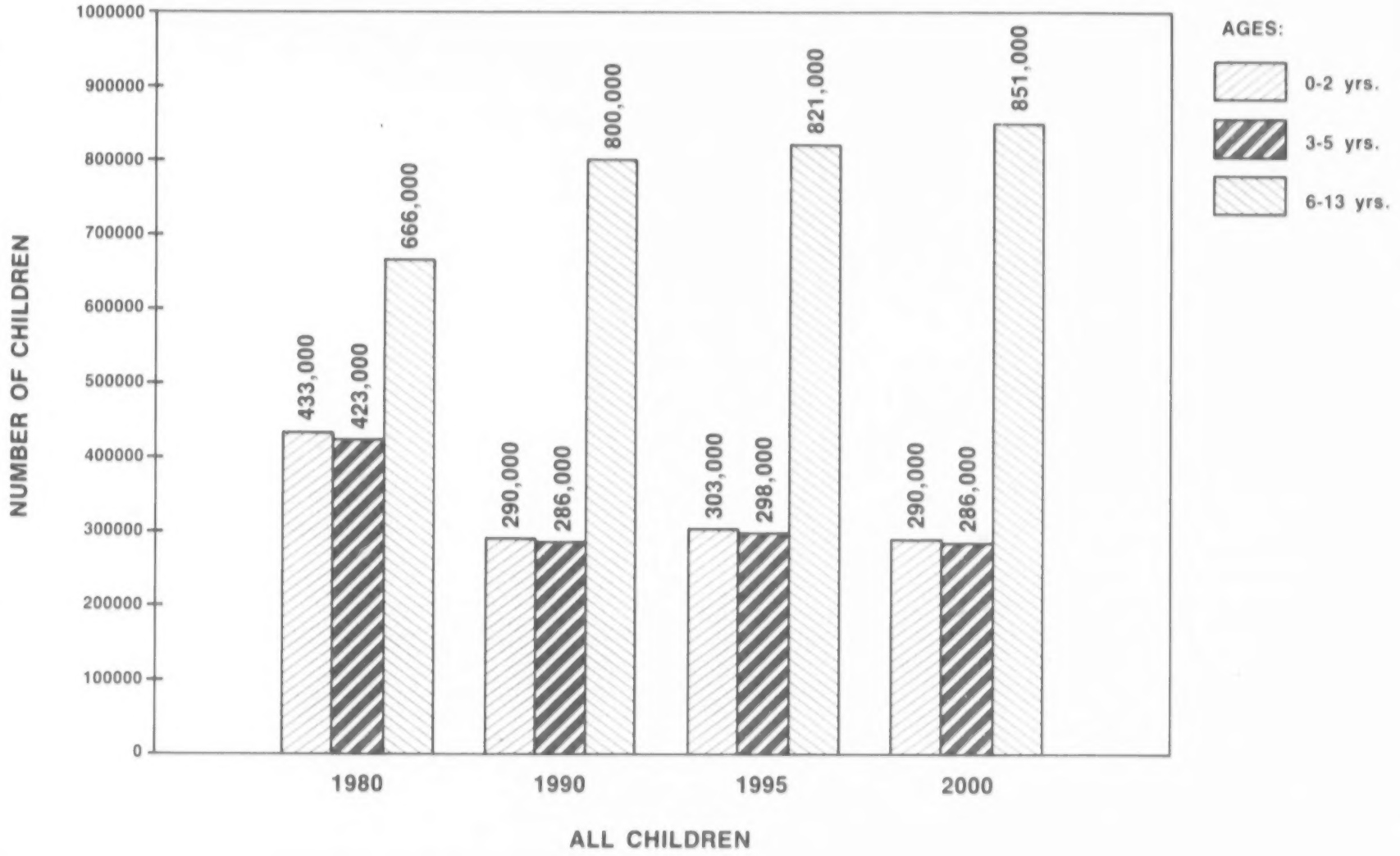

Source: DYFS Bureau of Research, Evaluation and Quality Assurance (7/87)

Figure 2

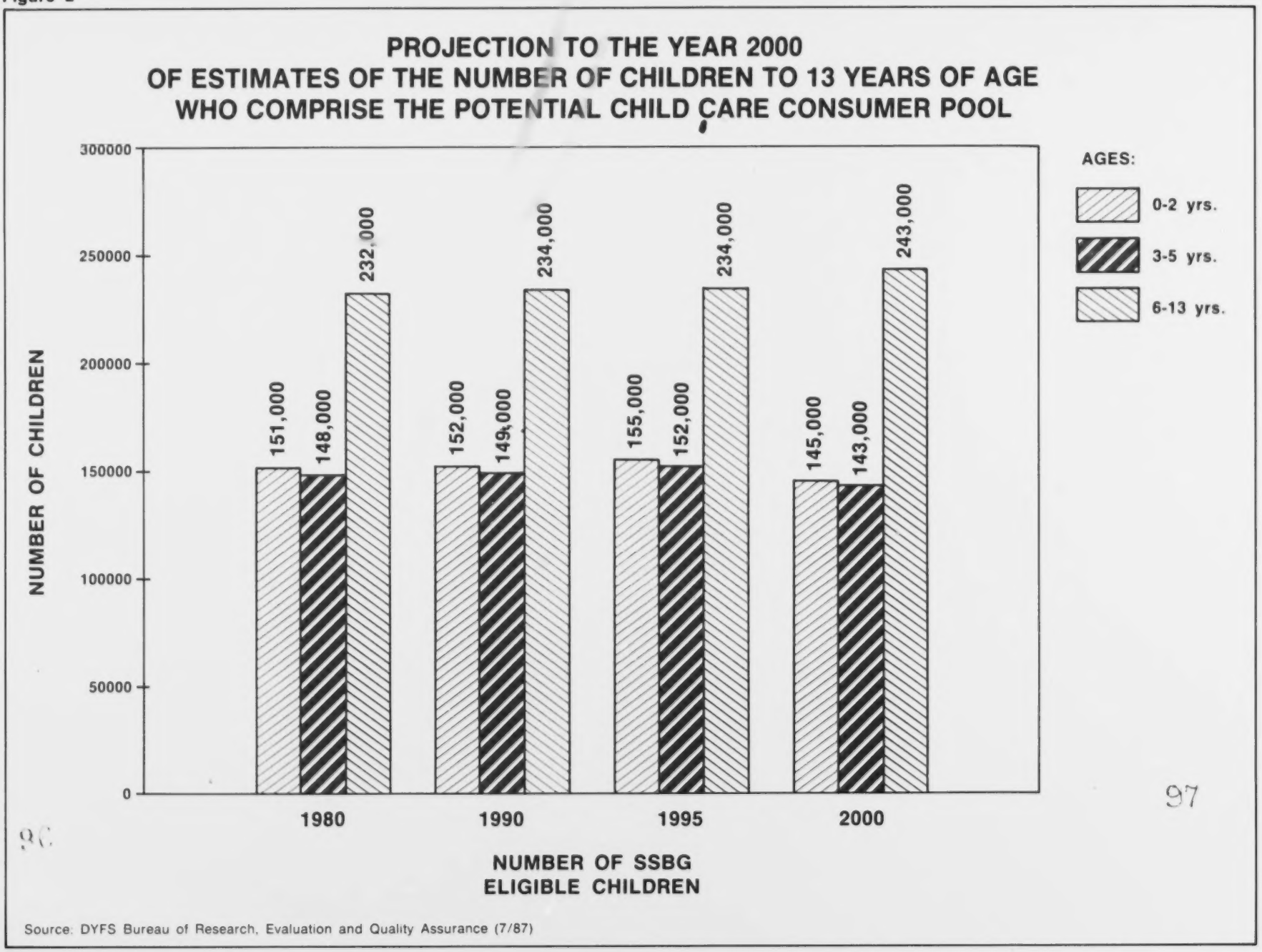

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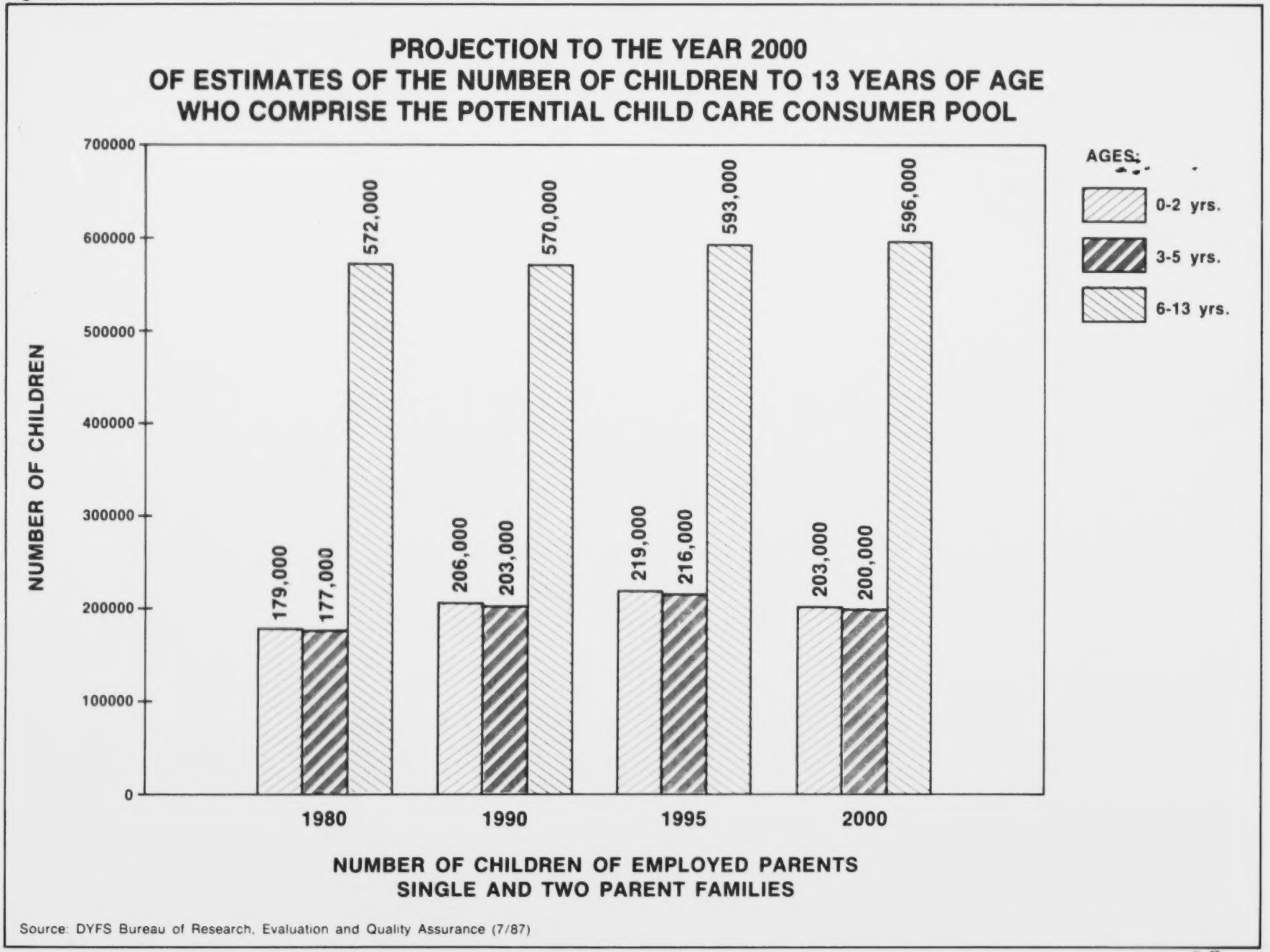
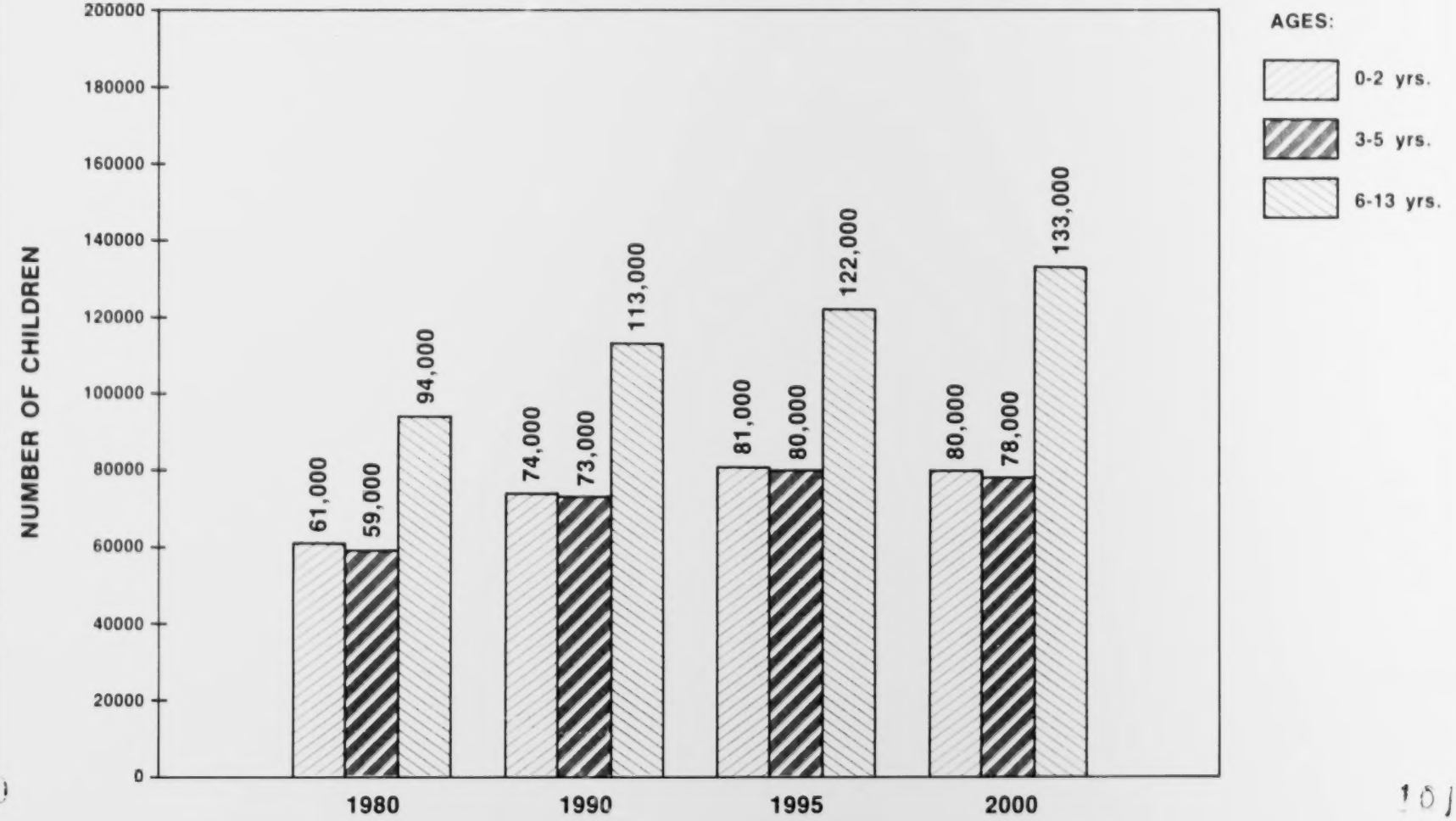
Figure 3



Source: DYFS Bureau of Research, Evaluation and Quality Assurance (7/87)

Figure 4

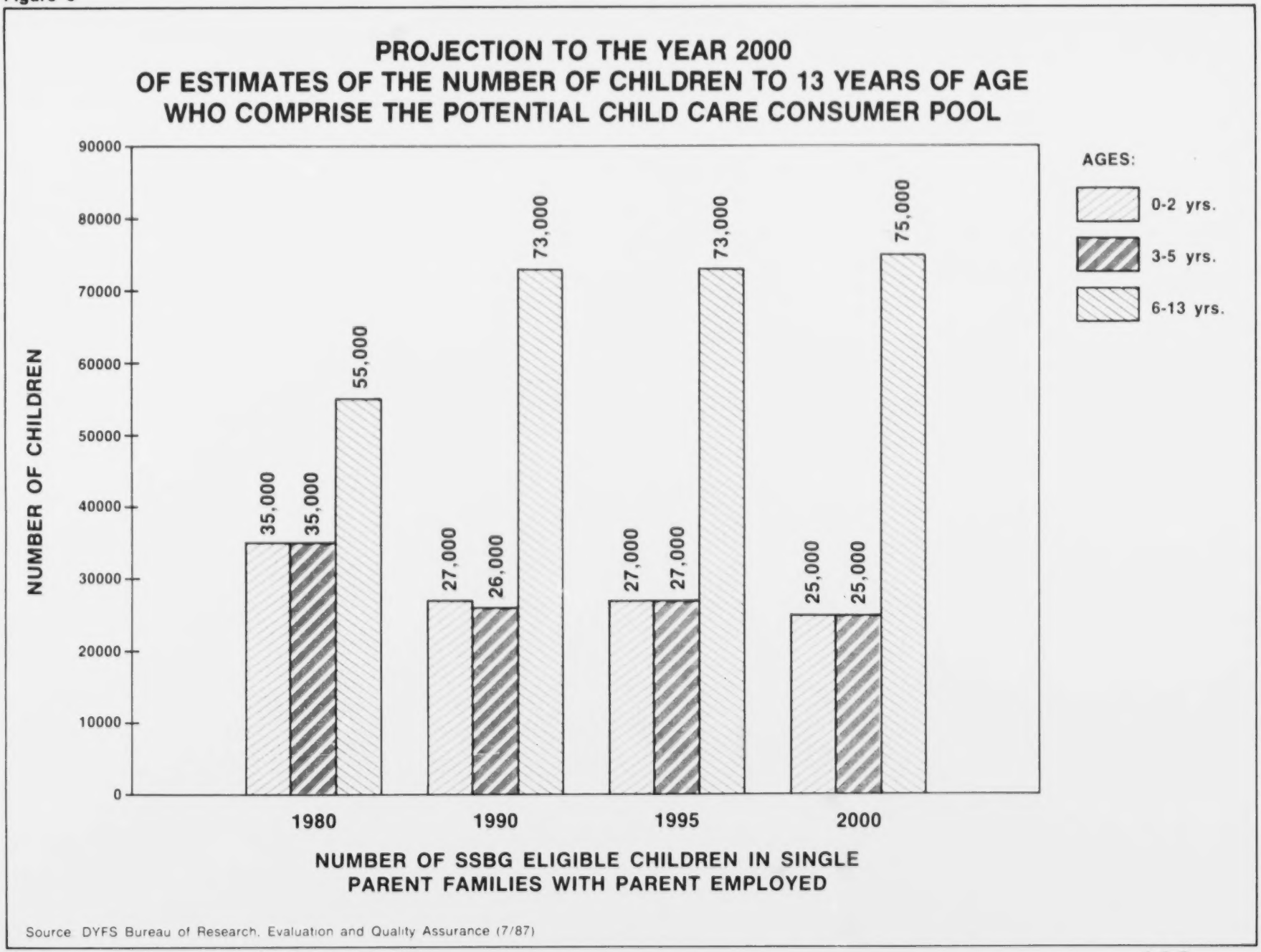
PROJECTION TO THE YEAR 2000 OF ESTIMATES OF THE NUMBER OF CHILDREN TO 13 YEARS OF AGE WHO COMPRISE THE POTENTIAL CHILD CARE CONSUMER POOL



NUMBER OF SSBG ELIGIBLE CHILDREN IN TWO PARENT FAMILIES WITH BOTH PARENTS EMPLOYED

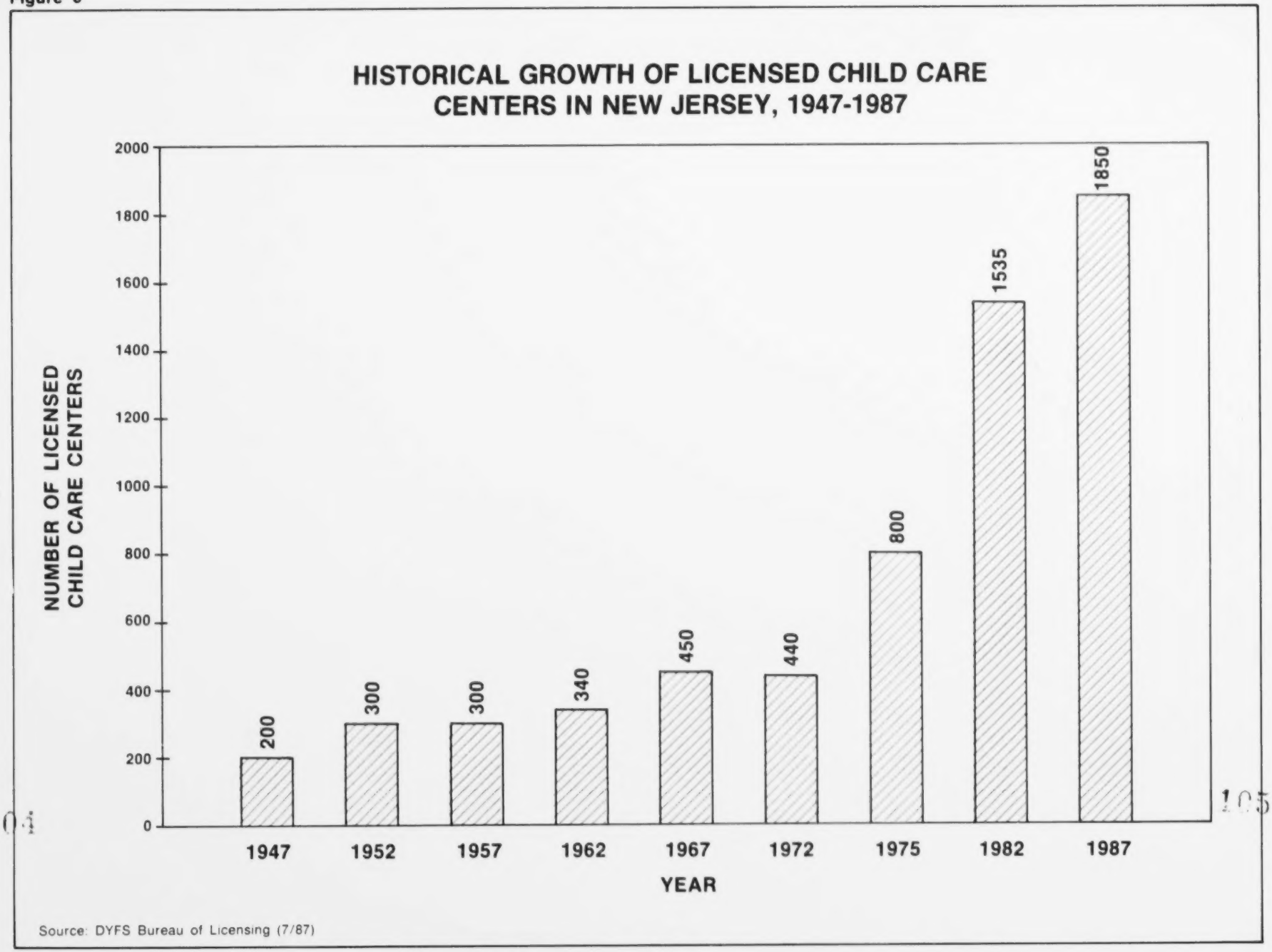
Source: DYFS Bureau of Research, Evaluation and Quality Assurance (7/87)

Figure 5



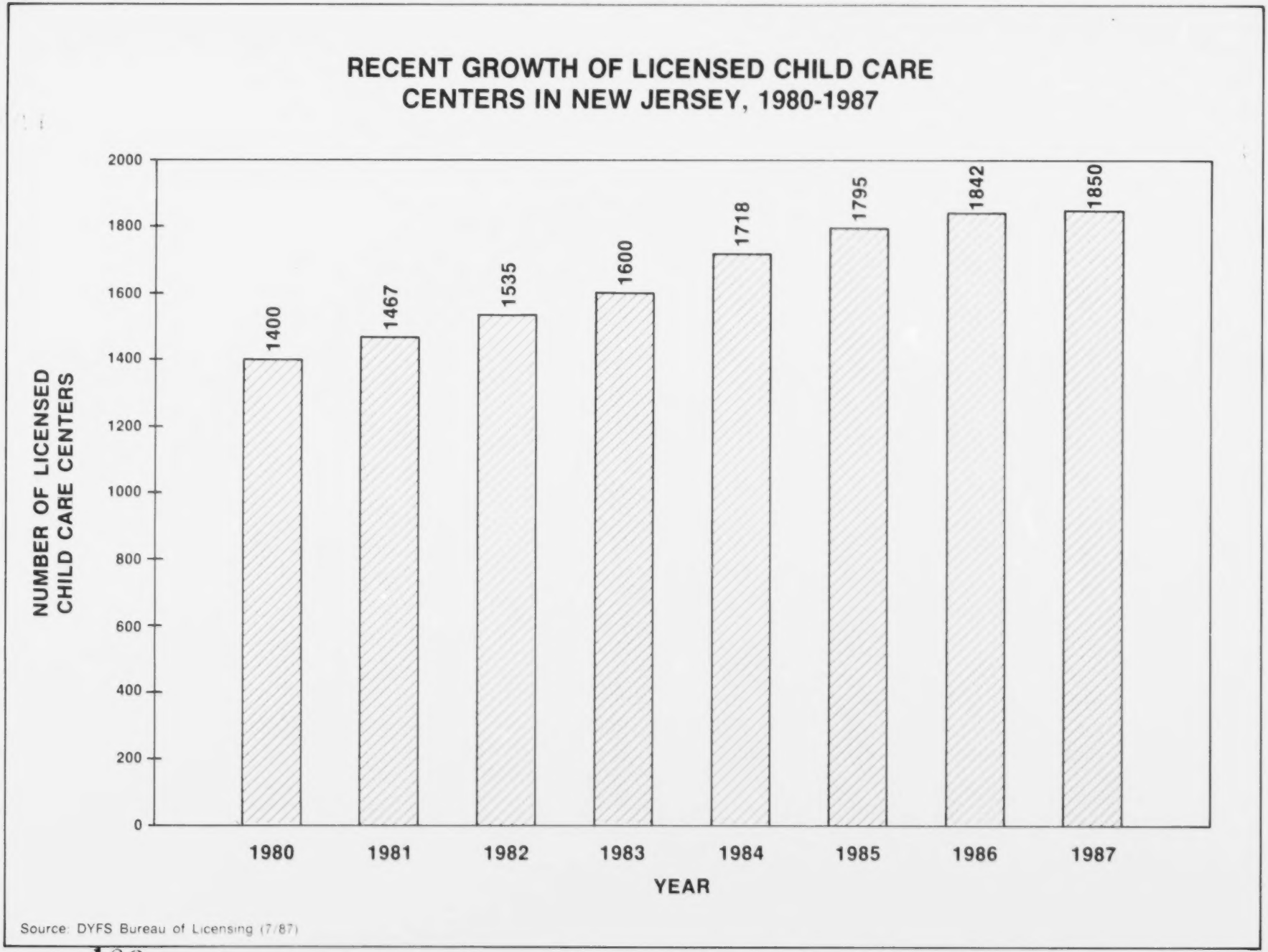
Source: DYFS Bureau of Research, Evaluation and Quality Assurance (7/87)

Figure 6



Source: DYFS Bureau of Licensing (7/87)

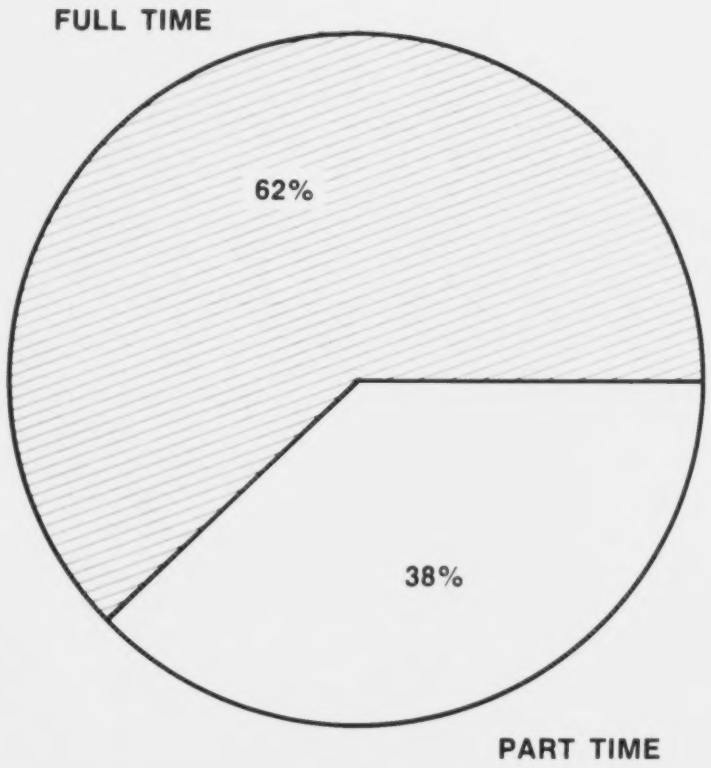
Figure 7



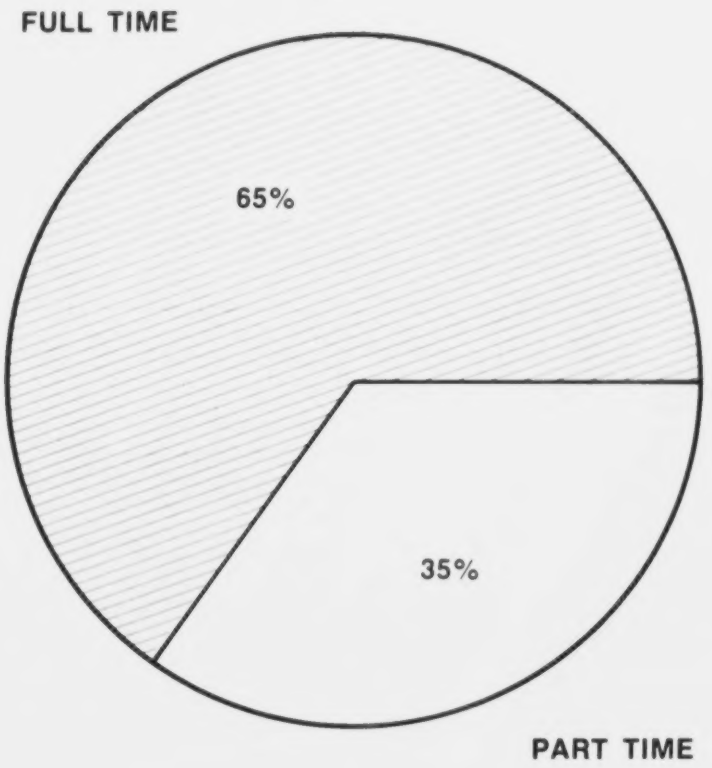
Source: DYFS Bureau of Licensing (7/87)

Figure 8

LICENSED CHILD CARE CENTERS AND CAPACITY BY SESSION OFFERED



TOTAL CENTERS = 1833

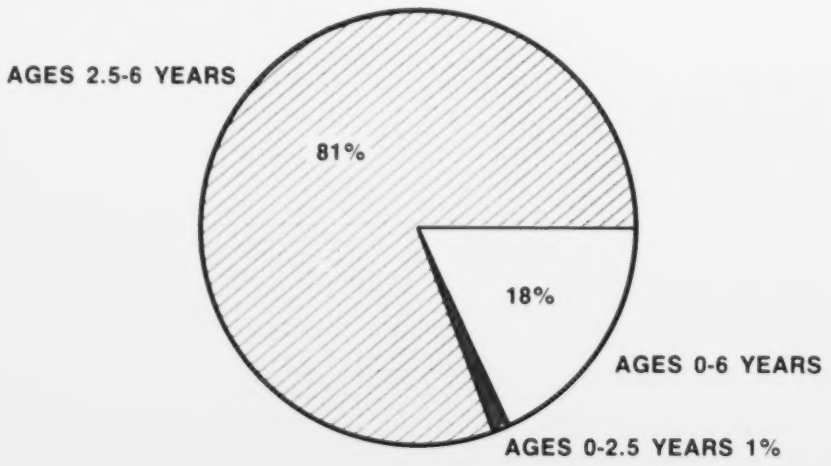


TOTAL CAPACITY = 104187

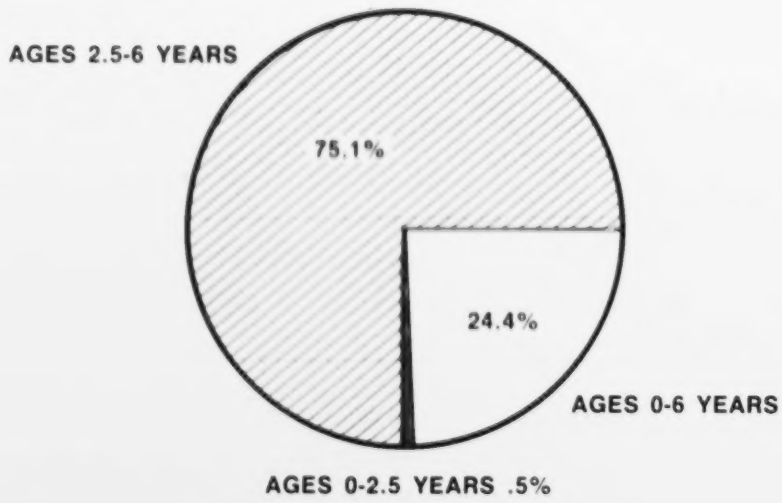
Source: DYFS Bureau of Licensing (5/87)

Figure 9

LICENSED CHILD CARE CENTERS BY PROGRAM COMPONENT



TOTAL LICENSED CENTERS = 1833

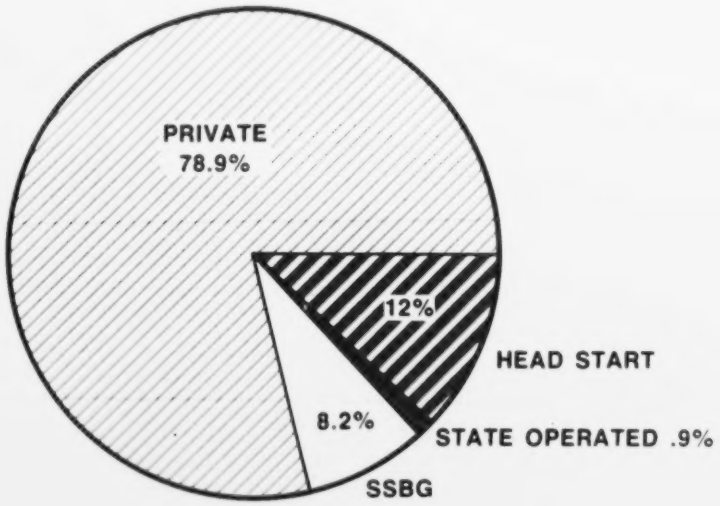


TOTAL LICENSED CAPACITY = 104187

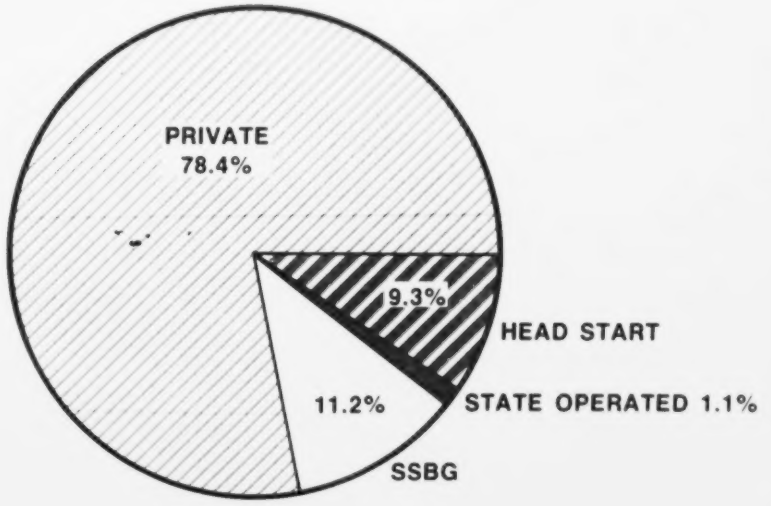
Source: DYFS Bureau of Licensing (5/87)

Figure 10

LICENSED CHILD CARE CENTERS AND LICENSED CAPACITY BY FUNDING SOURCE



TOTAL LICENSED CENTERS = 1833



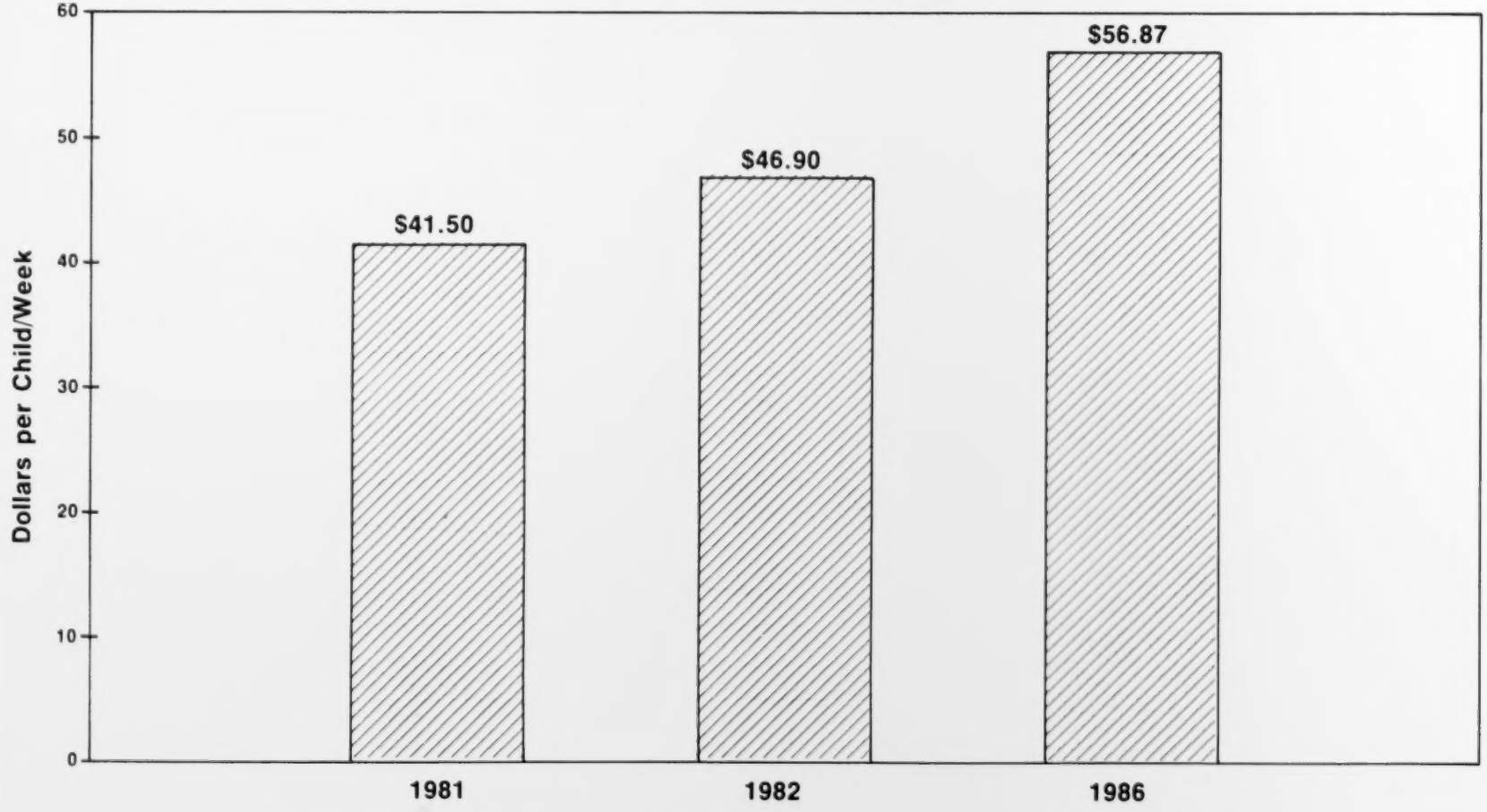
TOTAL LICENSED CAPACITY = 104187

Source: DYFS Bureau of Licensing (5/87)

Figure 11

COST OF CARE IN LICENSED PRIVATELY OPERATED CHILD CARE CENTERS SERVING CHILDREN AGES 2.5-6 YEARS

AVERAGE WEEKLY FEE PER CHILD: ALL DAY/FULL-TIME CARE

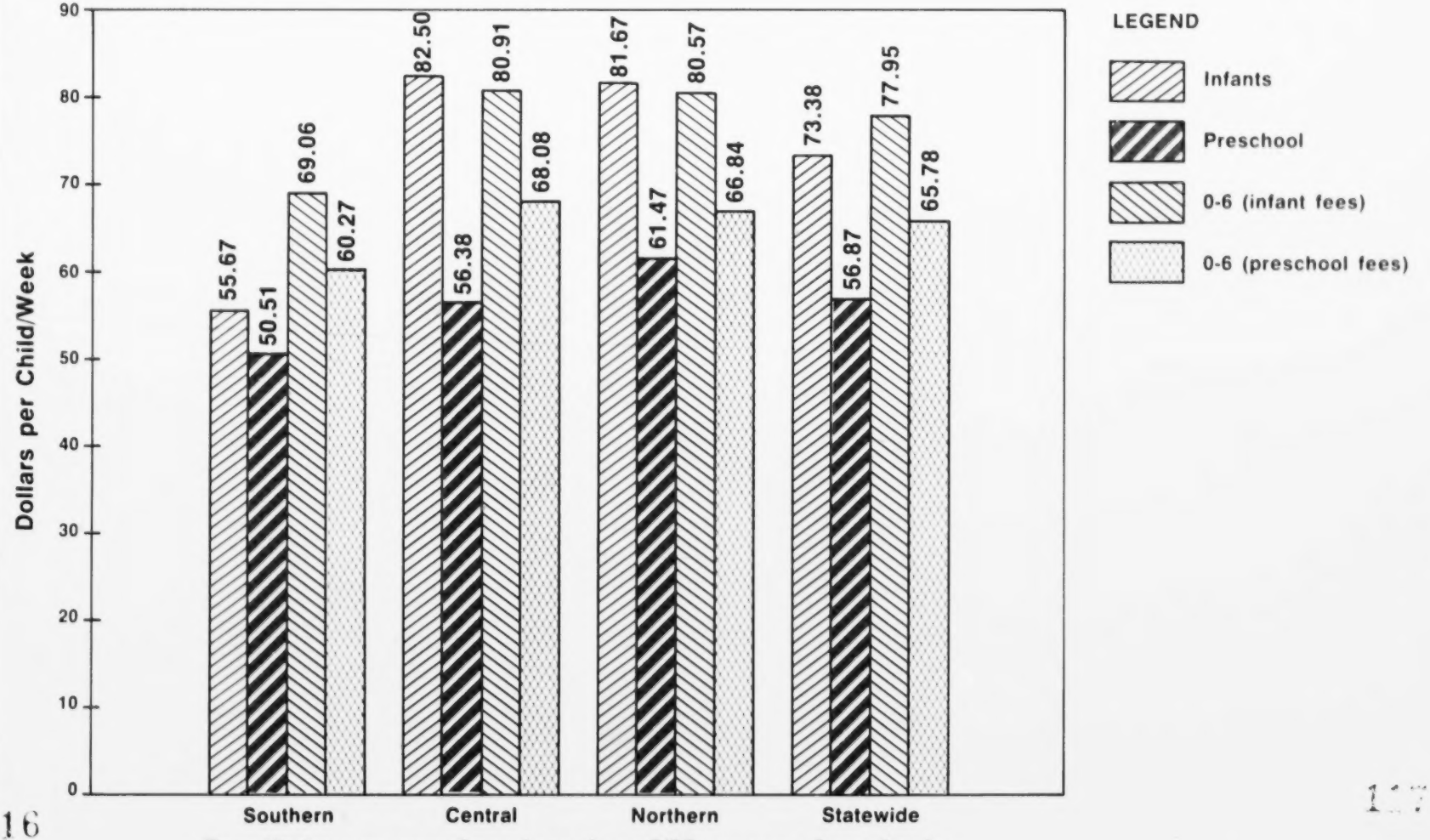


Based on surveys of randomly selected licensed private child care centers conducted by the DYFS Bureau of Research, Evaluation and Quality Assurance

1981-1982: 13% Increase 1981-1986: 37% Increase

Figure 12

COMPARISON OF 1986 FEES IN LICENSED PRIVATELY OPERATED CHILD CARE CENTERS

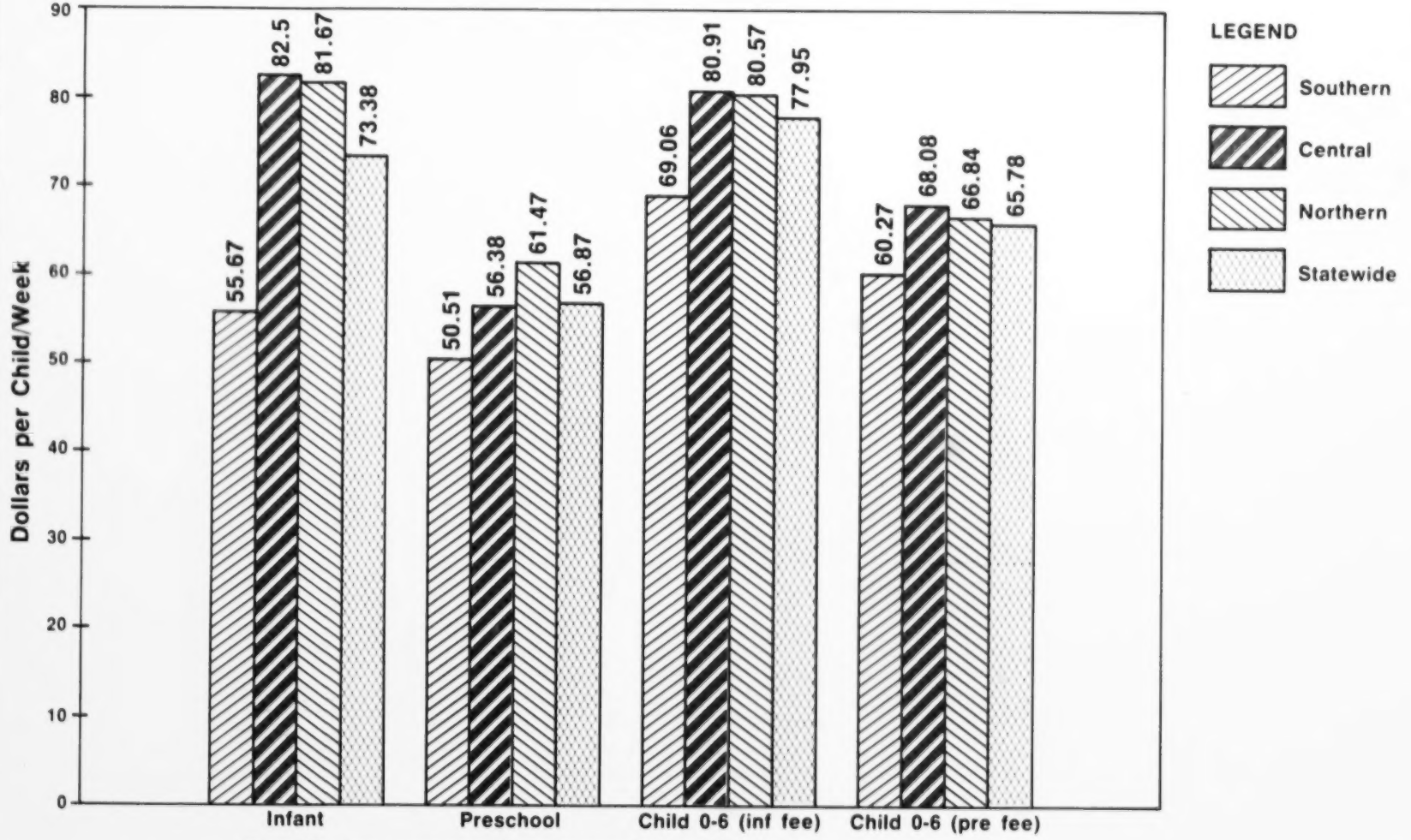


Constitutes average fees based on 6/86 survey of randomly selected licensed private child care centers.

Source: DYFS Bureau of Research Evaluation and Quality Assurance

Figure 13

COMPARISON OF 1986 FEES IN LICENSED PRIVATELY OPERATED CHILD CARE CENTERS



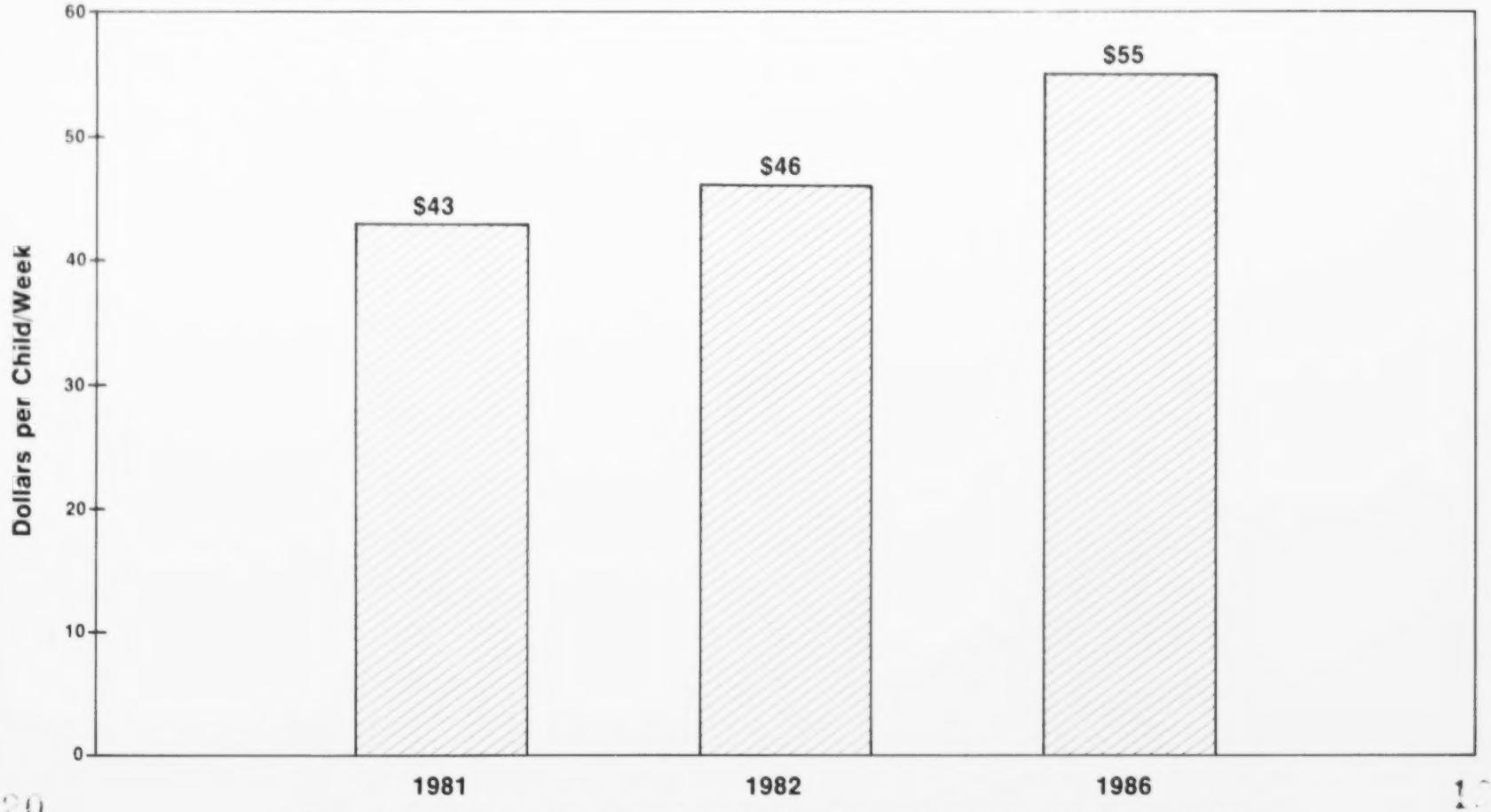
Constitutes average fees based on 6/86 survey of randomly selected licensed private child care centers.

Source: DYFS Bureau of Research Evaluation and Quality Assurance

Figure 14

COST OF CARE IN LICENSED PRIVATELY OPERATED CHILD CARE CENTERS SERVING CHILDREN AGES 2.5-6 YEARS

MEDIAN AVERAGE WEEKLY FEE PER CHILD: ALL DAY/FULL-TIME CARE

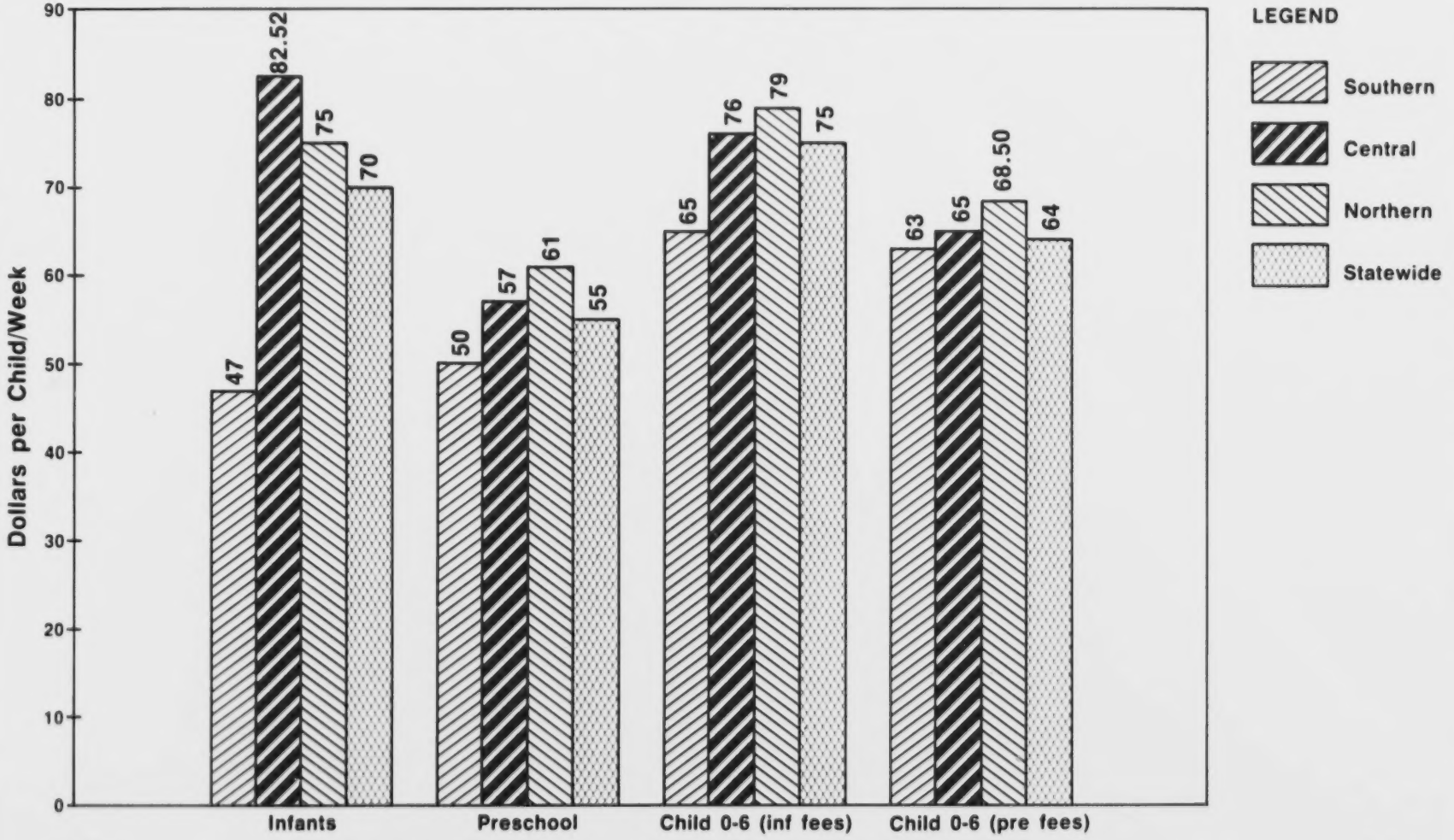


Based on surveys of randomly selected licensed private child care centers conducted by the DYFS Bureau of Research, Evaluation and Quality Assurance

1981-1982: 7% Increase 1981-1986: 28% Increase

Figure 15

COMPARISON OF 1986 FEES IN LICENSED PRIVATELY OPERATED CHILD CARE CENTERS



122

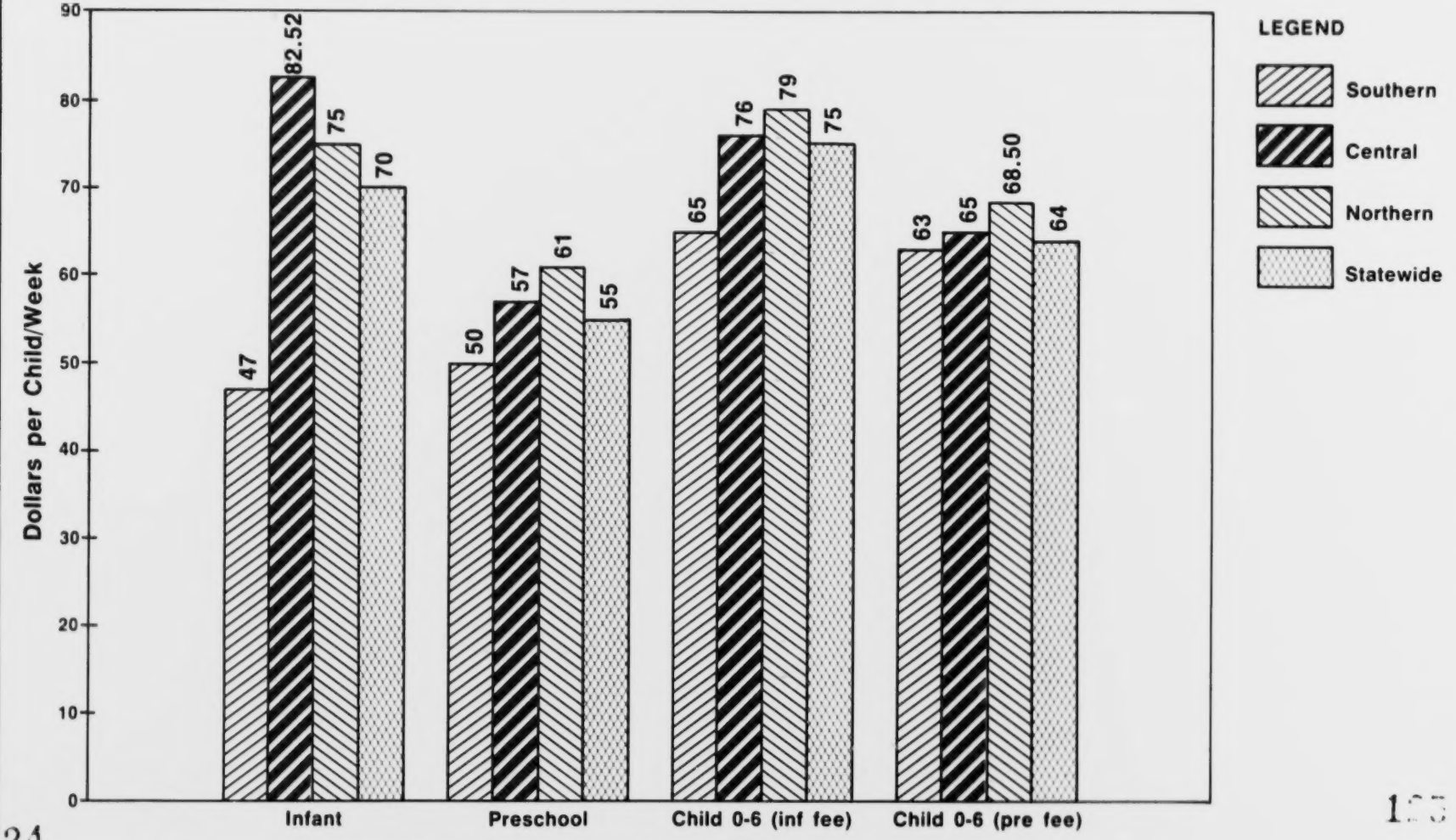
Constitutes median fees based on 6/86 survey of randomly selected licensed private child care centers.

123

Source: DYFS Bureau of Research Evaluation and Quality Assurance

Figure 16

COMPARISON OF 1986 FEES IN LICENSED PRIVATELY OPERATED CHILD CARE CENTERS

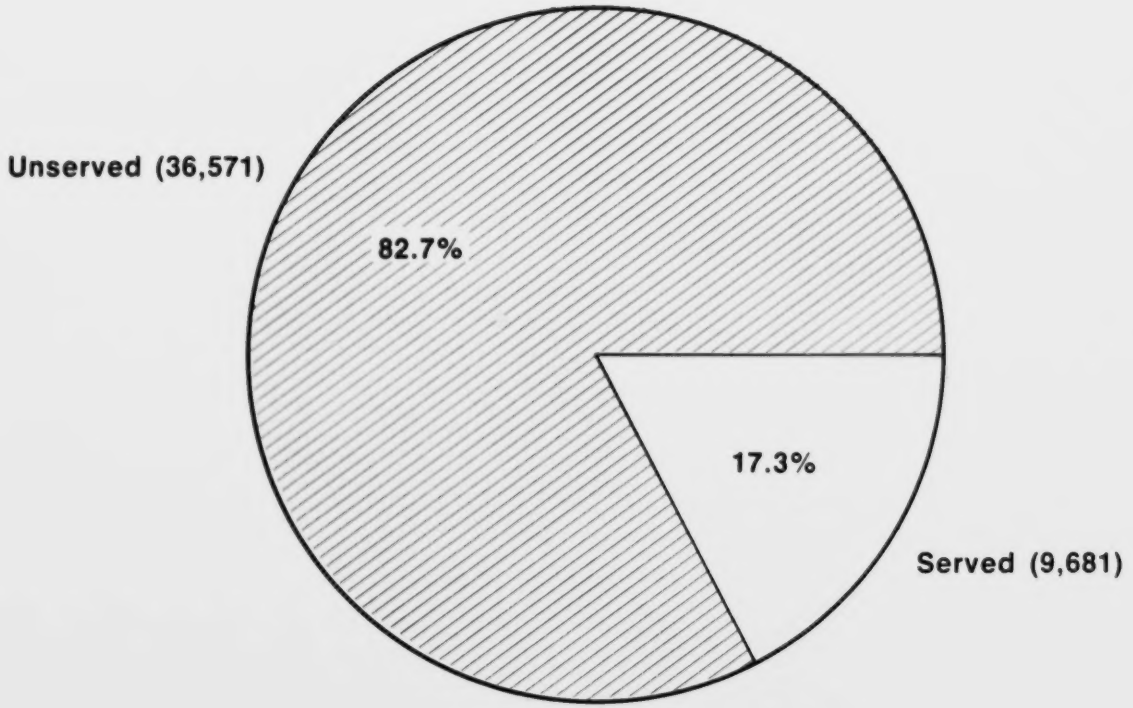


Constitutes median fees based on 6/86 survey of randomly selected licensed private child care centers.

Source: DYFS Bureau of Research Evaluation and Quality Assurance

Figure 17

CHILDREN SERVED BY FEDERALLY FUNDED HEAD START PROGRAMS IN NEW JERSEY ELIGIBLE CHILDREN = 46,252

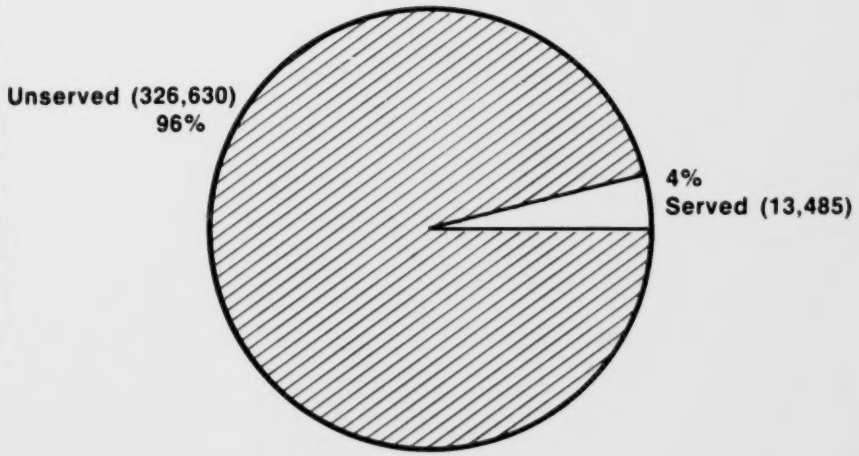


Based on 1980 census figures and contracted slots in Head Start grantee agencies

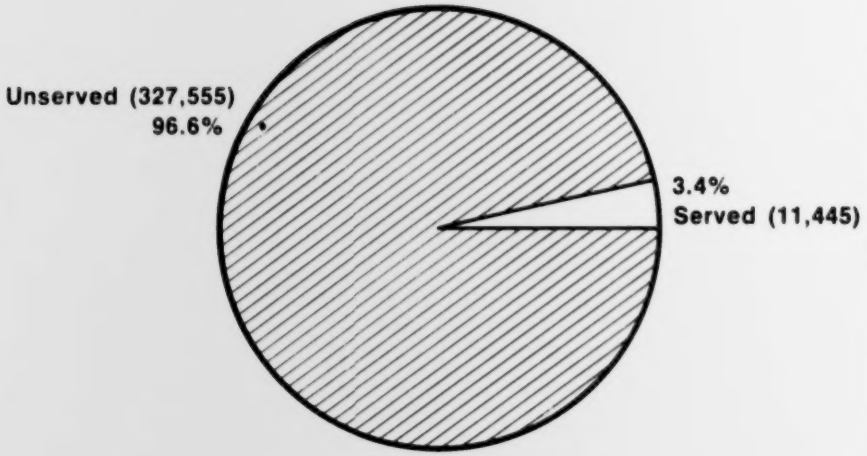
Source: US Dept. of Health & Human Development Services, ACYF, Region II (6/87)

Figure 18

ALL CHILDREN AGES *BIRTH-13 YEARS* OF *INCOME ELIGIBLE WORKING* PARENTS SERVED IN SSBG FUNDED COMMUNITY-BASED PROGRAMS ELIGIBLE CHILDREN = 339,000



ALL SLOTS

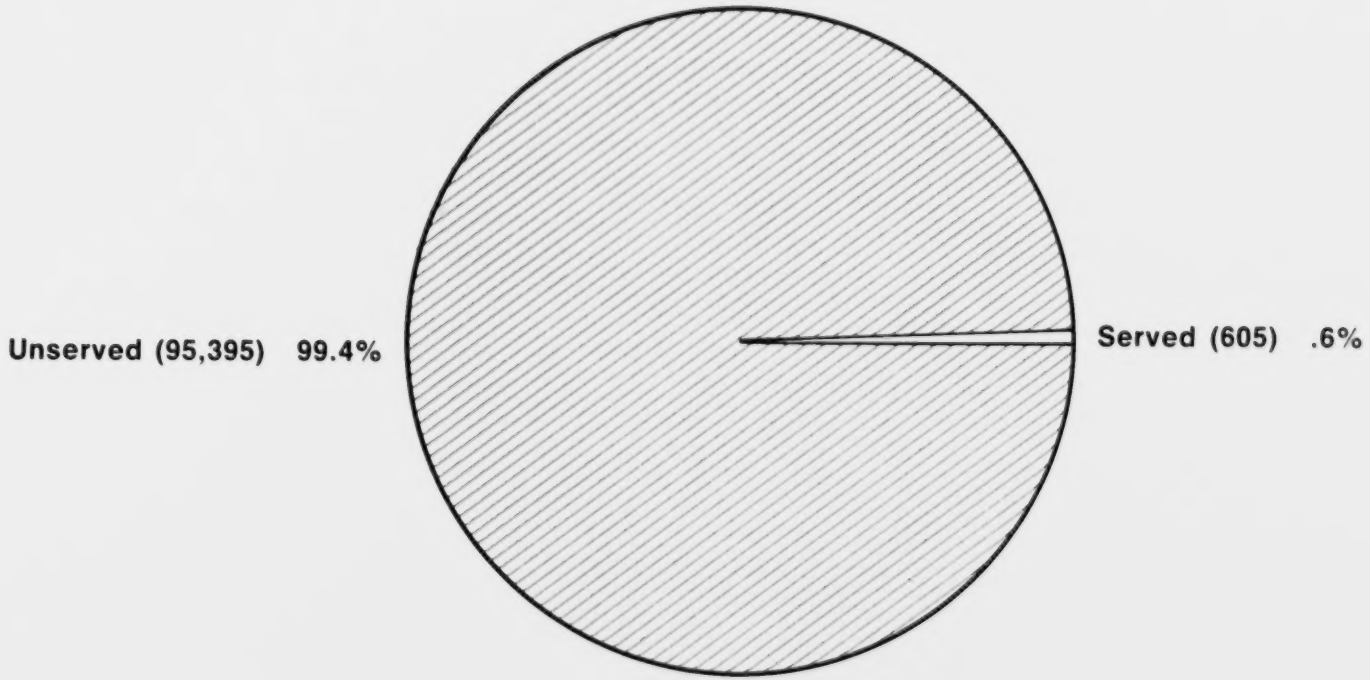


YEAR ROUND SLOTS

Source: DYFS Office of Policy, Planning & Support (7/87)

Figure 19

CHILDREN AGES *2 YEARS OR YOUNGER* OF *INCOME ELIGIBLE WORKING* PARENTS SERVED IN SSBG FUNDED COMMUNITY-BASED CENTERS ELIGIBLE CHILDREN = 96,000

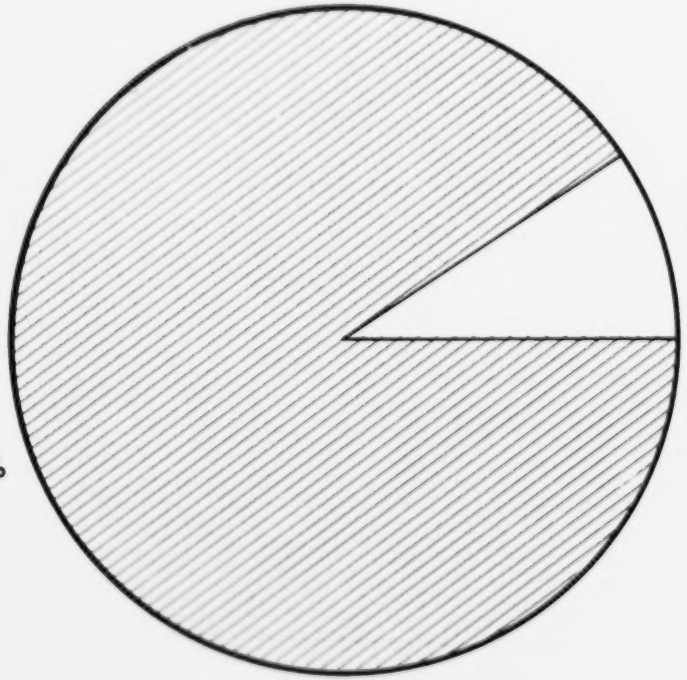


Constituting Full-Time Year-Round Infant Care

Source: DYFS Office of Policy, Planning & Support (7/87)

Figure 20

CHILDREN AGES *3-5 YEARS*
OF *INCOME ELIGIBLE WORKING* PARENTS
SERVED IN SSBG FUNDED COMMUNITY-BASED CENTERS
ELIGIBLE CHILDREN = 94,000

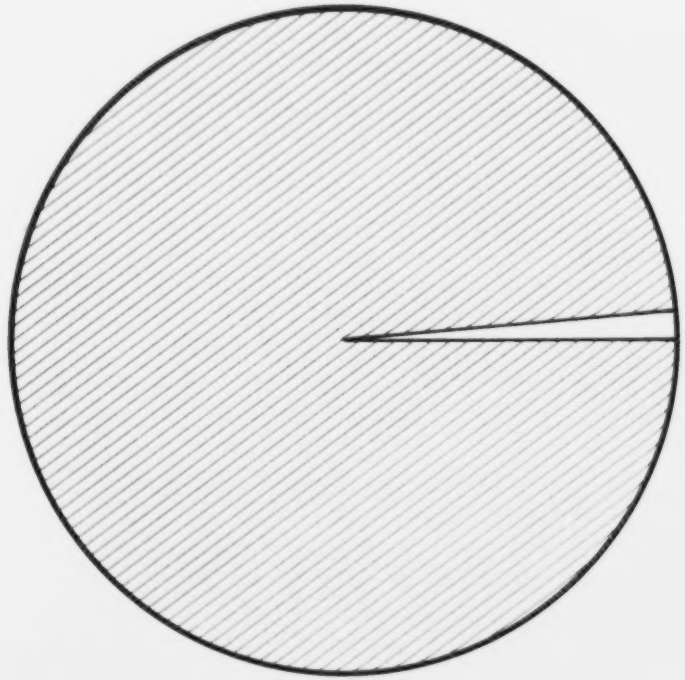


Constitutes Full-Time Year-Round Care for Preschool & Kindergarten children

Source: DYFS Office of Policy, Planning & Support (7/87)

Figure 21

CHILDREN AGES 6 *YEARS OR OLDER*
OF *INCOME ELIGIBLE WORKING* PARENTS
SERVED IN SSBG FUNDED COMMUNITY-BASED PROGRAMS
ELIGIBLE CHILDREN = 149,000

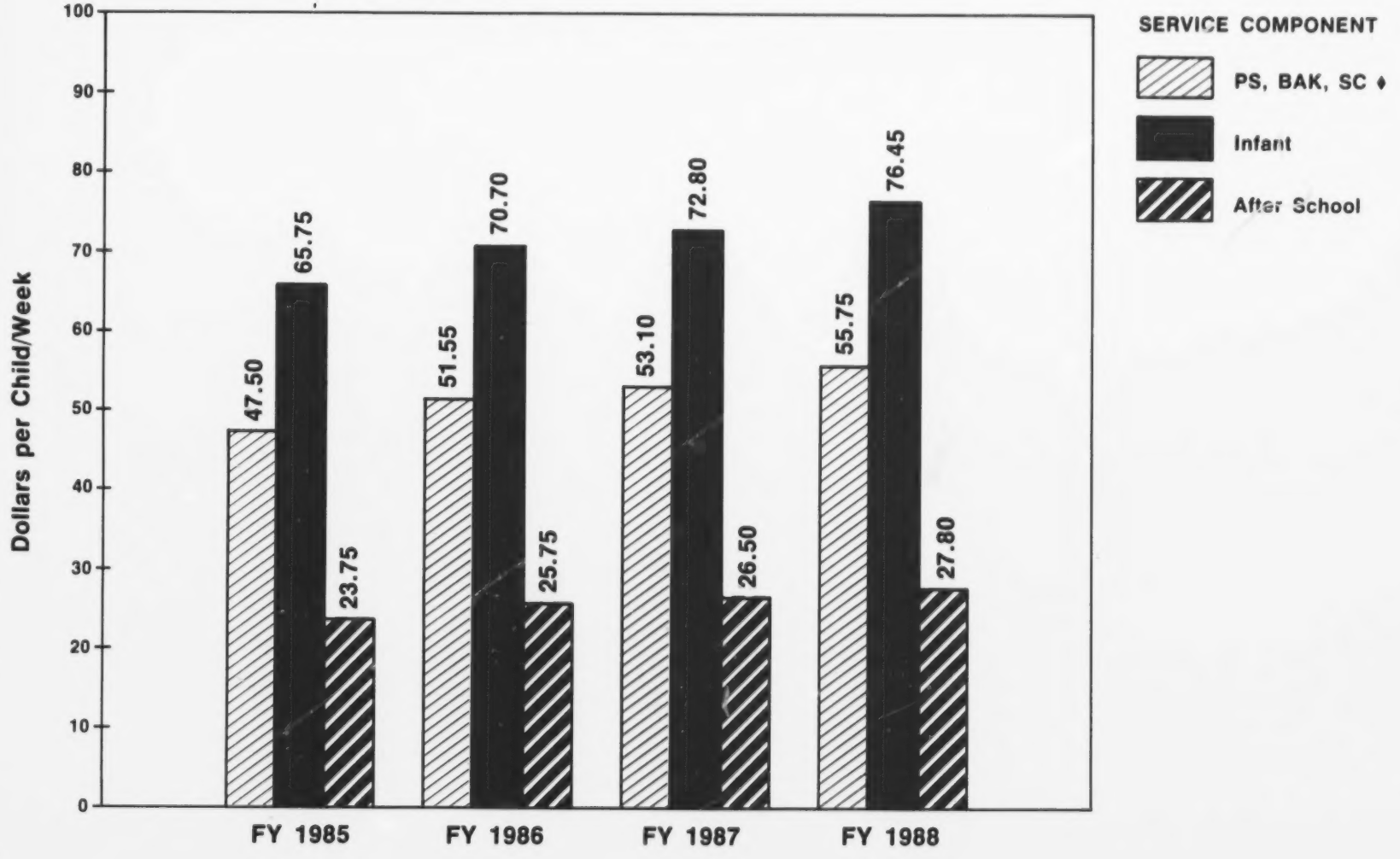


Constitutes Full-Time Year-Round Care for School Children

Source: DYFS Office of Policy, Planning & Support (7/87)

Figure 22

DIVISION OF YOUTH AND FAMILY SERVICES
MAXIMUM FIXED UNIT CONTRACT REIMBURSEMENT RATES FOR
SSBG CENTER-BASED CHILD CARE SERVICES

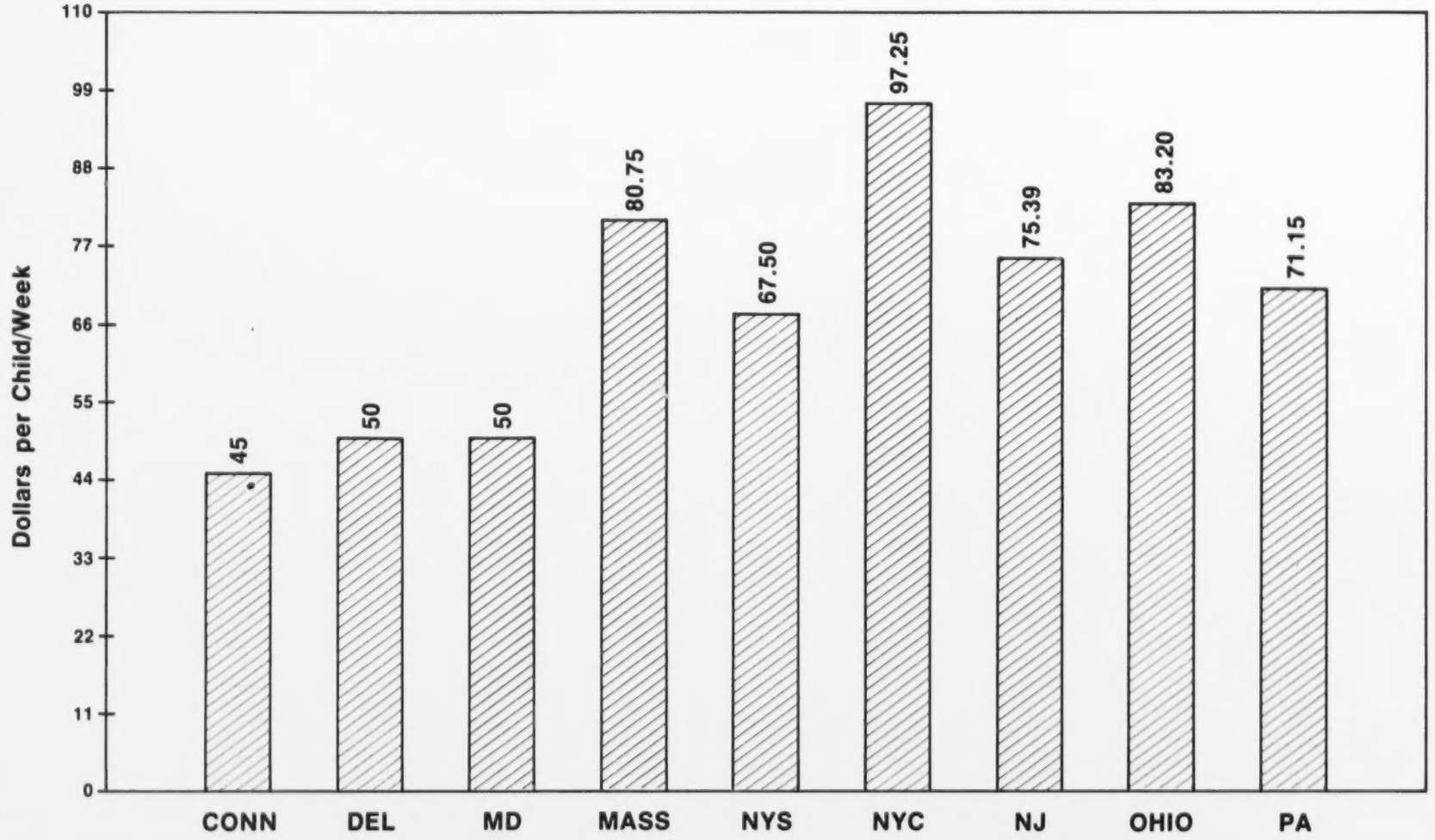


♦ Preschool, Before and After Kindergarten and Summer Camp

Source: DYFS Office of Contract Administration (6/87)

Figure 23

COMPARISON OF STATE SOCIAL SERVICE BLOCK GRANT REIMBURSEMENT RATES FOR CENTER-BASED CARE FOR PRESCHOOL CHILDREN IN 1986

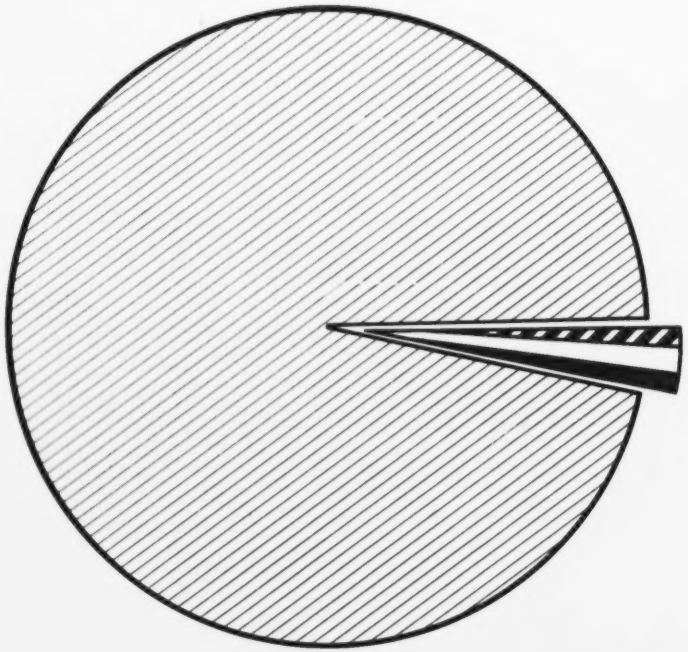


All figures adjusted for match requirements & parent fees collected except Ohio.
Amounts represent maximum reimbursement rates except Massachusetts (avg. rate).

Source: DYFS Office of Policy, Planning & Support (3/86)

Figure 24

AFDC FAMILIES SERVED THROUGH DIVISION OF PUBLIC WELFARE CHILD CARE FUNDING SOURCES



LEGEND

- Families Not Served (111,692) 97.3%
- IV-A Payments (712) .6%
- Income Disregards (1,413) 1.2%
- WIN Demo Project (953) .8%

Based on Division of Public Welfare statistics for May 1986. Of the total AFDC families receiving child care subsidies, an estimated 95% of the children (5,806) were served in family day care.

Source: DYFS Office of Policy, Planning & Support (8/87)

APPENDIX B

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Table 1

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

PROJECTION TO THE YEAR 2000 OF ESTIMATES OF THE NUMBER OF CHILDREN TO 13 YEARS OF AGE WHO COMPRISE THE POTENTIAL CHILD CARE CONSUMER POOL

POPULATION SEGMENT	AGE GROUP	YEAR PROJECTED 1980	1990	1995	2000
ALL CHILDREN	0 to 2	433,000	290,000	303,000	290,000
	3 to 5	423,000	286,000	298,000	286,000
	6 to 13	666,000	800,000	821,000	851,000
TOTAL		1,522,000	1,376,000	1,422,000	1,427,000
NUMBER OF SSBG ELIGIBLE CHILDREN (1)	0 to 2	151,000	152,000	155,000	145,000
	3 to 5	148,000	149,000	152,000	143,000
	6 to 13	232,000	234,000	234,000	243,000
TOTAL		531,000	535,000	541,000	531,000
NUMBER OF CHILDREN OF EMPLOYED PARENTS: SINGLE AND TWO PARENT FAMILIES (2)	0 to 2	179,000	206,000	219,000	203,000
	3 to 5	177,000	203,000	216,000	200,000
	6 to 13	572,000	570,000	593,000	596,000
TOTAL		928,000	979,000	1,028,000	999,000
NUMBER OF SSBG ELIGIBLE CHILDREN IN TWO PARENT FAMILIES (BOTH PARENTS EMPLOYED)	0 to 2	61,000	74,000	81,000	80,000
	3 to 5	59,000	73,000	80,000	78,000
	6 to 13	94,000	113,000	122,000	133,000
TOTAL		214,000	260,000	283,000	291,000
NUMBER OF SSBG ELIGIBLE CHILDREN IN SINGLE PARENT FAMILIES (PARENT EMPLOYED)	0 to 2	35,000	27,000	27,000	25,000
	3 to 5	35,000	26,000	27,000	25,000
	6 to 13	55,000	73,000	73,000	75,000
TOTAL		125,000	126,000	127,000	125,000

NOTES: ESTIMATES WERE CALCULATED BASED ON LINEAR EXTRAPOLATIONS OF PATTERNS BASED ON THE U.S. CENSUS OF 1980 AND AVAILABLE DATA FROM THE NEW JERSEY DEPARTMENT OF LABOR, DIVISION OF PLANNING & RESEARCH, OFFICE OF DEMOGRAPHIC AND ECONOMIC ANALYSIS. ALL NUMBERS ARE ROUNDED TO THE NEAREST THOUSAND.

(1) INCLUDES THE NUMBER OF CHILDREN AT OR BELOW THE FEDERAL POVERTY LEVEL. THE NUMBERS OF CHILDREN UP TO AGE 13 AT OR BELOW THE FEDERAL POVERTY LEVEL ARE PROJECTED TO BE 264,000 (1990), 318,000 (1995), and 355,000 (2000).

(2) ACCORDING TO THE CURRENT POPULATION SURVEY, FEMALE-ONLY FAMILY HOUSEHOLDERS ACCOUNTED FOR ABOUT 17% OF ALL FAMILIES BETWEEN 1980 and 1984 WHILE MALE-ONLY FAMILY HOUSEHOLDERS ACCOUNTED FOR SLIGHTLY LESS THAN 4% OF ALL FAMILIES.

SOURCE: DIVISION OF YOUTH AND FAMILY SERVICES, BUREAU OF RESEARCH, EVALUATION AND QUALITY ASSURANCE (7/87).

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

LICENSED CHILD CARE CENTERS AND LICENSED CAPACITY BY SESSION OFFERED

COUNTY	TOTAL*		ALL DAY**		AM ONLY*		PM ONLY*		AM PM**		NIGHT**	
	1	2	1	2	1	2	1	2	1	2	1	2
ATLANTIC	56	2550	42	2024	5	186	0	0	9	680	2	171
BERGEN	208	12314	119	7813	32	1517	2	73	55	5822	2	49
BURLINGTON	76	4847	51	3556	5	178	0	0	20	2226	0	0
CAMDEN	119	7957	93	6480	1	44	2	75	23	2716	0	0
CAPE MAY	29	869	21	677	4	114	0	0	4	156	0	0
CUMBERLAND	38	1969	26	1606	5	143	0	0	7	440	0	0
ESSEX	246	13641	134	9305	8	477	2	76	101	7525	1	21
GLOUCESTER	62	3134	46	2653	2	62	0	0	148	838	0	0
HUDSON	97	5239	64	3715	5	346	0	0	28	2356	0	0
HUNTERDON	30	1309	10	528	5	161	0	0	15	1240	0	0
MERCER	109	6537	74	4744	10	551	0	0	25	2484	0	0
MIDDLESEX	111	6214	67	4109	7	203	1	100	36	3604	0	0
MONMOUTH	116	6741	60	3822	10	336	1	15	45	5136	0	0
MORRIS	135	7252	79	4889	14	610	1	15	41	3476	0	0
OCEAN	53	3013	36	2196	3	158	0	0	14	1318	0	0
PASSAIC	91	5568	69	4534	2	53	0	0	20	1762	0	0
SALEM	18	697	11	364	1	45	0	0	6	576	0	0
SOMERSET	62	4016	30	2649	9	285	0	0	23	2164	0	0
SUSSEX	34	2056	19	1457	4	106	0	0	11	986	0	0
UNION	120	7234	72	4587	9	541	0	0	39	2106	0	0
WARREN	23	1030	13	620	4	119	0	0	6	586	0	0
TOTALS	**1833**	**104187**	**1136**	**67741**	**145**	**6235**	**9**	**354**	**676**	**48193**	**5**	**241**

KEY: (1) THE NUMBER OF LICENSED CHILD CARE CENTERS
(2) THE TOTAL LICENSED CAPACITY OF PROGRAMS
* UNDUPLICATED COUNT OF PROGRAMS/SLOTS
** NUMBERS OF CENTER/SLOTS MAY BE DUPLICATED

SOURCE: DIVISION OF YOUTH AND FAMILY SERVICES, BUREAU OF LICENSING (5/87).

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

LICENSED CHILD CARE CENTERS AND LICENSED CAPACITY BY PROGRAM COMPONENT

COUNTY	TOTAL*		0-6 YEARS		0-2½ YEARS		2½-6 YEARS	
	1	2	1	2	1	2	1	2
ATLANTIC	56	2550	12	858	2	44	42	1648
BERGEN	208	12314	38	2683	3	92	167	9539
BURLINGTON	76	4847	24	2178	0	0	52	2669
CAMDEN	119	7957	22	2105	3	69	94	5783
CAPE MAY	29	869	2	68	1	49	26	752
CUMBERLAND	38	1969	2	257	1	28	35	1684
ESSEX	246	13641	44	3189	1	23	201	10429
GLOUCESTER	62	3134	15	1155	0	0	47	1979
HUDSON	97	5239	24	1456	0	0	73	3783
HUNTERDON	30	1309	1	35	0	0	29	1274
MERCER	109	6537	22	2181	3	99	79	4257
MIDDLESEX	111	6214	24	1683	1	35	86	4496
MONMOUTH	116	6741	24	1702	0	0	92	5039
MORRIS	135	7252	19	1459	0	0	116	5793
OCEAN	53	3013	4	348	0	0	49	2665
PASSAIC	91	5568	12	800	1	39	77	4729
SALEM	18	697	3	147	0	0	15	550
SOMERSET	62	4016	15	1273	0	0	47	2743
SUSSEX	34	2056	8	577	0	0	26	1479
UNION	120	7234	26	1000	2	79	92	6155
WARREN	23	1030	4	229	0	0	19	801
TOTALS	**1833**	**104187**	**325**	**25383**	**18**	**557**	**1467**	**78247**

KEY: (1) THE NUMBER OF LICENSED CHILD CARE CENTERS
(2) THE TOTAL LICENSED CAPACITY OF PROGRAMS

SOURCE: DIVISION OF YOUTH AND FAMILY SERVICES, BUREAU OF LICENSING (5/87).

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

LICENSED CHILD CARE CENTERS AND LICENSED CAPACITY BY FUNDING SOURCE

COUNTY	TOTAL		SSBG		STATE OPERATED		HEAD START		PRIVATE	
	1	2	1	2	1	2	1	2	1	2
ATLANTIC	56	2550	1	82	0	0	14	482	41	1986
BERGEN	208	12314	11	970	0	0	6	218	191	11126
BURLINGTON	76	4847	4	315	0	0	6	417	66	4115
CAMDEN	119	7957	21	1703	0	0	20	741	78	5513
CAPE MAY	29	869	0	0	0	0	5	161	24	708
CUMBERLAND	38	1969	2	212	0	0	5	205	31	1552
ESSEX	246	13641	39	2675	2	156	65	2421	140	8389
GLOUCESTER	62	3134	4	261	0	0	6	174	52	2699
HUDSON	97	5239	3	325	6	461	22	1327	66	3126
HUNTERDON	30	1309	0	0	1	103	1	15	28	1191
MERCER	109	6537	11	71	2	131	13	552	83	5143
MIDDLESEX	111	6214	7	575	1	80	7	354	96	5205
MONMOUTH	116	6741	1	50	2	145	11	520	102	6026
MORRIS	135	7252	11	583	0	0	3	143	121	6526
OCEAN	53	3013	2	138	0	0	4	185	47	2690
PASSAIC	91	5568	14	1380	0	0	12	831	65	3357
SALEM	18	697	1	49	0	0	3	84	14	564
SOMERSET	62	4016	2	237	1*	37*	1	143	58	3599
SUSSEX	34	2056	1	80	0	0	3	115	30	1861
UNION	120	7234	15	1221	1	66	11	488	93	5459
WARREN	23	1030	1	58	0	0	2	93	20	879
TOTALS	**1833**	**104187**	**151**	**11625**	**16**	**1179**	**220**	**9669**	**1446**	**81714**

KEY: (1) THE NUMBER OF LICENSED CHILD CARE CENTERS
(2) THE TOTAL LICENSED CAPACITY OF PROGRAMS
* STATE SPONSORED CENTER FOR STATE EMPLOYEES

SOURCE: DIVISION OF YOUTH AND FAMILY SERVICES, BUREAU OF LICENSING (5/87).

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

1986 LICENSED PRIVATELY OPERATED CHILD CARE CENTER FEE SURVEY

DYFS REGION	AVERAGE WEEKLY FEE	PROGRAMS SERVING INFANTS AGES BIRTH—2½ YEARS	PROGRAMS SERVING PRESCHOOLERS AGES 2½-6 YEARS	PROGRAM SERVING CHILDREN AGES BIRTH TO 6 YEARS (INFANT FEES)	(PRESCHOOL FEES)
SOUTHERN	Mean:	$55.67	$50.51	$69.06	$60.27
	Median:	$47.00	$50.00	$65.00	$63.00
	Range:	$45.00-$75.00	$28.00-$71.50	$39.00-$125.00	$33.50-$80.00
CENTRAL	Mean:	$82.50	$56.38	$80.91	$68.08
	Median:	$82.50	$57.00	$76.00	$65.00
	Range:	$65.00-$100.00	$30.00-$80.00	$50.00-$120.00	$46.75-$120.00
NORTHERN	Mean:	$81.67	$61.47	$80.57	$66.84
	Median:	$75.00	$61.00	$79.00	$68.50
	Range:	$70.00-$100.00	$35.00-$93.75	$45.00-$120.00	$50.00-$90.00
STATEWIDE	Mean:	$73.38	$56.87	$77.95	$65.78
	Median:	$70.00	$55.00	$75.00	$64.00
	Range:	$45.00-$100.00	$28.00-$93.75	$39.00-$125.00	$33.50-$120.00

NOTES:
(1) WEEKLY FEES ARE BASED ON AGE GROUP SERVED AND CENTER TYPE IN PROGRAMS PROVIDING ALL DAY/FULL TIME CARE
(2) STATEWIDE FEES WERE COMPUTED USING A PROCEDURE WHICH WEIGHTED STATISTICALLY THE RESPONSES RECEIVED FROM A COMPUTER GENERATED RANDOM SAMPLE OF 120 CENTERS
(3) SURVEY DID NOT INCLUDE PARTIAL DAY, PARTIAL WEEK, DROP IN, NIGHT PROGRAMS, AND EXCLUDES FEDERAL OR STATE SUBSIDIZED PROGRAMS SUCH AS HEAD START, DYFS OPERATED, AND SSBG FUNDED CENTERS
(4) SURVEY AND ANALYSIS COMPLETED 6/86

SOURCE: DIVISION OF YOUTH AND FAMILY SERVICES, BUREAU OF RESEARCH, EVALUATION AND QUALITY ASSURANCE (7/86).

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

NEW JERSEY FAMILY DAY CARE SPONSORING ORGANIZATIONS

COUNTY	AGENCY	CATCHMENT AREAS	ACTIVE HOMES	EST. CHILDREN SERVED (1)	SSBG FUNDING	SUB-SIDIZED SLOTS
ATLANTIC	ATLANTIC COUNTY WOMEN'S CTR.	ATLANTIC	30	160	$ 33,109	
BERGEN	BERGEN CO. OFFICE FOR CHILDREN	BERGEN	70	300	116,263	19
BURLINGTON	COMMUNITY DEVELOPMENT CORP.	BURLINGTON	22	50	16,968	
	VISITING HOMEMAKER & HEALTH SVCS.	BURLINGTON	5	30		
CAMDEN	ALMOST HOME, INC.	CAMDEN	N/A	N/A		
	CAMDEN CO. OFFICE OF CHILDREN'S SVCS.	CAMDEN	8	24	13,300	
	FAMILY TREE	CAMDEN/BURLINGTON	30	45		
CUMBERLAND	TEST CITY, INC.	CUMBERLAND/SALEM	75	320		
ESSEX	CITY OF NEWARK	NEWARK	N/A	N/A	12,173	
	DAY NURSERIES, INC.	NEWARK	5	12	20,617	25
	IRONBOUND COMMUNITY	NEWARK	5	20	25,928	20
	PROGRAMS FOR PARENTS	ESSEX/UNION/BERGEN/HUDSON	75	225		
	ST. ANN'S COMMUNITY CORP.	NEWARK	N/A	N/A	12,505	15
GLOUCESTER	FDC OF GLOUCESTER COUNTY	GLOUCESTER	40	150	41,792	
HUDSON	VISITING HOMEMAKER SVCS. OF HUDSON CO.	BAYONNE	110	460		
	UNION CITY DAY CARE PROGRAMS, INC.	UNION CITY	10	30	78,088	30
MERCER	CHILD CARE CONNECTION	MERCER/SOMERSET	90	270		
	CHILDREN'S HOME SOCIETY OF N.J.	MERCER/HUNTERDON	25	60	26,745	10
MIDDLESEX	MIDDLESEX CO. BD. OF SOC. SERVICES	MIDDLESEX	50	200	36,409	
MONMOUTH	MONMOUTH CO. BD. OF SOC. SERVICES	MONMOUTH	30	90	N/A	N/A
MORRIS	CHILDREN'S SERVICES OF MORRIS CO.	MORRIS/SUSSEX	75	195	18,056	11
OCEAN	WE CARE DAY CARE, INC.	OCEAN/MONMOUTH	10	20		
PASSAIC	PASSAIC COUNTY 4-C'S	PASSAIC/BERGEN	135	560	126,567	95
SOMERSET	MONDAY MORNING, INC.	SOMERSET/MERCER	45	115		
UNION	4-C'S OF UNION COUNTY	UNION	30	95	60,295	45
WARREN	WARREN CO. FDC PROJECT	WAREN	15	45	14,524	

NOTES: (1) SOME COUNTS OF CHILDREN SERVED MAY BE AVERAGED BASED ON 3 CHILDREN PER HOME.
(2) AMOUNTS MAY CHANGE DURING THE YEAR DUE TO CONTRACT ADJUSTMENTS. EXCLUDING SPONSORING ORGANIZATIONS WITH SUBSIDIZED SLOTS PROVIDING CHILD CARE SERVICES TO INCOME ELIGIBLE FAMILIES, SSBG COMMUNITY DEVELOPMENT FUNDING IS USED TO RECRUIT, DEVELOP AND MAINTAIN THE AGENCY'S NETWORK OF FAMILY DAY CARE HOMES.

SOURCES: DIVISION OF YOUTH & FAMILY SERVICES, OFFICE OF POLICY, PLANNING & SUPPORT, CHILD CARE CLEARINGHOUSE (7/86).

Table 7

NEW JERSEY DEPARTMENT OF COMMUNITY AFFAIRS
DIVISION ON WOMEN
AND
NEW JERSEY COALITION FOR SCHOOL-AGE CHILD CARE
1986 STATEWIDE SURVEY OF SCHOOL-AGE CHILD CARE PROGRAMS

COUNTY	PROGRAMS IDENTIFIED	PROGRAM CAPACITY
ATLANTIC	7	271
BERGEN	26	1401
BURLINGTON	10	402
CAMDEN	15	746
CAPE MAY	2	220
CUMBERLAND	4	164
ESSEX	18	1097
GLOUCESTER	8	251
HUDSON	4	270
HUNTERDON	1	5
MERCER	23	1147
MIDDLESEX	15	773
MONMOUTH	10	630
MORRIS	10	449
OCEAN	9	579
PASSAIC	14	1360
SALEM	3	46
SOMERSET	12	723
SUSSEX	11	473
UNION	22	1557
WARREN	6	461
STATEWIDE	**230**	**13,025**

NOTE: CONSTITUTES THE NUMBER OF SCHOOL-AGE CHILD CARE PROGRAMS IDENTIFIED BASED ON RESPONSES RECEIVED FROM 1985 SURVEY CONDUCTED BY THE NEW JERSEY COALITION FOR SCHOOL-AGE CHILD CARE.

SOURCE: DIVISION ON WOMEN/NEW JERSEY COALITION FOR SCHOOL-AGE CHILD CARE (10/86).

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES
OFFICES OF HUMAN DEVELOPMENT SERVICES—REGION II

FFY 1987 FUNDING INFORMATION FOR HEAD START PROGRAMS IN NEW JERSEY

GRANTEE NAME	FUNDED ENROLLMENT	ALLOCATION FOR TRAINING	ALLOCATION FOR EDUCATION AND CLASSROOM SERVICES	ALLOCATION FOR HANDICAPPED SERVICES	TOTAL FUNDING
ATLANTIC HUMAN RESOURCES, INC.	579	$ 10,855	$ 1,692,690	$ 91,176	$ 1,794,721
BAYONNE ECONOMIC OPPORTUNITY FOUNDATION	98	3,100	304,655	19,111	326,866
BERGEN COUNTY CAP, INC.	242	5,410	823,984	37,601	866,995
BURLINGTON COUNTY CAP	276	5,959	918,600	69,641	994,200
CAMDEN COUNTY COUNCIL ON ECONOMIC OPPORTUNITY	497	9,530	1,535,751	62,250	1,607,531
CONCERNED PARENTS FOR HEAD START OF PATERSON	411	8,140	1,371,646	67,296	1,447,082
EAST ORANGE CHILD DEVELOPMENT CORPORATION	235	5,297	698,987	32,222	736,506
ESSEX COUNTY BOARD OF CHOSEN FREEHOLDERS	350	7,155	1,194,170	36,493	1,237,818
HOBOKEN ORGANIZATION AGAINST POVERTY	142	3,794	364,073	29,126	396,993
INTER-COMMUNITY COORD. COUNCIL, INC. OF MONMOUTH COUNTY	370	7,478	1,428,611	50,907	1,486,996
JERSEY CITY CHILD DEVELOPMENT	634	11,743	2,048,289	91,414	2,151,446
LEAGUERS, INC. OF NEWARK	34	2,049	87,302	4,365	93,716
MERCER COUNTY HEAD START	184	4,473	620,788	48,046	673,307
MIDDLESEX COUNTY ECONOMIC OPPORTUNITY CORP.	574	10,774	1,814,851	100,056	1,925,681
MORRIS COUNTY HEAD START	124	3,503	344,449	15,702	363,654
NEWARK PRESCHOOL COUNCIL	2,597	44,960	6,887,618	184,575	7,117,153
NORTH HUDSON COMMUNITY ACTION CORP.	157	4,037	488,328	35,607	527,972
NORTHWEST NEW JERSEY COMMUNITY ACTION PROGRAM	255	5,620	751,794	64,215	821,629
OCEAN COMMUNITY ECONOMIC COUNCIL NOW, INC.	360	7,316	919,376	60,566	987,258
PASSAIC CITY HEAD START	136	3,697	351,834	23,938	379,469
SECOND STREET YOUTH CENTER, INC. OF UNION	153	3,972	457,721	18,309	480,002
SOMERSET COMMUNITY ACTION PROGRAM, INC.	98	3,083	363,012	28,322	394,417
TEST CITY, INC. OF CUMBERLAND COUNTY	485	9,336	1,477,148	69,434	1,555,918
TRENTON UNITED PROGRESS, INC.	339	6,997	1,053,217	70,579	1,130,773
UNION TWP. COMMUNITY ACTION ORGANIZATION OF UNION	197	4,683	581,843	36,288	622,814
UNION TWP. PUBLIC SCHOOLS OF ELIZABETH	18	1,791	47,736	2,387	51,914
UPPER PASSAIC COUNTY HEAD START, INC.	136	3,697	440,906	27,896	472,499
STATEWIDE TOTAL	**9,681**	**$198,429**	**$29,069,379**	**$1,377,522**	**$30,645,330**

SOURCE: UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES, OFFICE OF HUMAN DEVELOPMENT SERVICES, ACYF, REGION II (1/87).

Table 9

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES
OFFICE OF HUMAN DEVELOPMENT SERVICES—REGION II

FFY 1987 STATISTICAL INFORMATION ON HEAD START PROGRAMS IN NEW JERSEY

COUNTY	ELIGIBLE CHILDREN AGES 3-5 YEARS	CONTRACTED NUMBER OF CHILDREN SERVED	PERCENT OF ELIGIBLE CHILDREN SERVED
ATLANTIC	1,392	441	32%
BERGEN	1,364	242	18%
BURLINGTON	1,545	276	18%
CAMDEN	4,334	497	11%
CAPE MAY	371	138	37%
CUMBERLAND	1,374	248	18%
ESSEX	11,239	3,216	29%
GLOUCESTER	968	148	15%
HUDSON	6,868	1,031	15%
HUNTERDON	170	15	9%
MERCER	1,871	523	28%
MIDDLESEX	2,025	574	28%
MONMOUTH	2,223	370	17%
MORRIS	617	124	20%
OCEAN	1,873	360	19%
PASSAIC	4,621	683	15%
SALEM	541	89	16%
SOMERSET	348	98	28%
SUSSEX	367	75	20%
UNION	2,147	368	17%
WARREN	267	165	62%
STATEWIDE	**46,252**	**9,681**	**21%**

SOURCE: U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, OFFICE OF HUMAN DEVELOPMENT SERVICES, GRANTS AND CONTRACTS MANAGEMENT DIVISION, AND ACYF, REGION II (6/87). STATISTICS ON ELIGIBLE CHILDREN ARE BASED ON ADJUSTMENTS TO THE 1980 CENSUS FIGURES BY HEAD START.

Table 10

1987 FEDERAL POVERTY LEVEL GUIDELINES

FAMILY SIZE UNIT	ANNUAL INCOME
1	$ 5,500
2	7,400
3	9,300
4	11,200
5	13,100
6	15,000
7	16,900
8	18,800

NOTES: FOR FAMILY UNITS MORE THAN 8 MEMBERS, ADD $1,900 FOR EACH ADDITIONAL MEMBER. CONSTITUTES INCOME ELIGIBILITY GUIDELINES IN FEDERALLY FUNDED HEAD START PROGRAMS FOR 90% OF ALL CONTRACTED SLOTS.

SOURCE: UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES, OFFICE OF HUMAN DEVELOPMENT SERVICES, ACYF, REGION II (6/87).

Table 11

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
OFFICE OF POLICY AND PLANNING

INCOME SCHEDULE FOR SOCIAL SERVICES BLOCK GRANT FUNDED SERVICES (REPRESENTS 80% OF THE 1983 NEW JERSEY MEDIAN INCOME)

FAMILY SIZE	MAXIMUM ALLOWABLE GROSS INCOME (PER MONTH)	(PER YEAR)
1	$1,264	$15,162
2	1,652	19,827
3	2,041	24,493
4	2,430	29,158
5	2,819	33,823
6	3,207	38,489
7	3,280	39,362
8	3,353	40,238

NOTES: FOR EACH FAMILY MEMBER OVER 12 ADD $73.00 TO THE MAXIMUM ALLOWABLE GROSS INCOME PER MONTH. CONSTITUTES CLIENT INCOME ELIGIBILITY REQUIREMENTS FOR CHILD CARE SERVICES PROVIDED IN SSBG CONTRACTED PROGRAMS.

SOURCE: NEW JERSEY DEPARTMENT OF HUMAN SERVICES, *CONTRACT POLICY AND INFORMATION MANUAL*, P.5.45.

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

PROJECTED SFY 1988 FUNDING FOR SUBSIDIZED CHILD CARE SERVICES

SERVICE	ITEM	FEDERAL (1)	ALLOCATION (4) STATE	(SUB-TOTAL)	LOCAL MATCH	FEES	GRAND TOTAL
SSBG FUNDED CHILD CARE SERVICES	• Community-based Day Care Centers	$ 9,728,610	$18,884,950	$28,613,560	$ 9,394,520	$5,100,000	$43,108,080
	• Family Day Care Community Development	291,887	566,603	858,490	214,623	Not Applicable	1,073,113
	• State Centers Operated by DYFS (2)	1,658,180	3,218,820	4,577,000	(300,000)*	150,000	5,027,000
	• County Welfare Agencies	581,252		581,252		Not Applicable	581,252
	(Sub-Total)	$12,259,929	$22,670,373	$34,630,302	$ 9,909,143	$5,250,000	$49,787,445
SFY '88 CHILD CARE INITIATIVES	• State Funded Head Start Program		1,000,000	1,000,000	190,000	Not Applicable	1,190,000
	• HSAC/SSBG Day Care Enhancements		2,000,000	2,000,000	380,000	Not Available	2,380,000
	(Sub-Total)		$ 3,000,000	$ 3,000,000	$ 570,000	$	$ 3,570,000
PRIVATE VENDOR PROVIDERS (2)	• Open Purchase of Service/Cost Reimbursement Contracts		2,942,333	2,942,333		3,000	3,245,333
CCR&R SYSTEM	• Clearinghouse (3)		113,557	113,557		Not	113,557
	• Resource Centers		346,080	346,080	59,483	Applicable	405,563
	(Sub-Total)		$ 459,637	$ 459,637	$ 59,483		$ 519,120
VOUCHER PROJECTS (2)	• Southern Reg. Pilot		100,000	100,000		30,000	130,000
	• Hudson County Pilot (3)		275,000	275,000		Not Applicable	275,000
	(Sub-Total)		$ 375,000	$ 375,000		$ 30,000	$ 405,000
GRAND TOTAL		**$12,259,929**	**$29,447,343**	**$41,407,272**	**$10,538,626**	**$5,283,000**	**$57,228,898**

KEY: (1) FEDERAL & STATE PORTIONS BASED ON PERCENT OF TOTAL SSBG ALLOCATION AVAILABLE FOR SERVICES PROVIDED THRU DYFS
(2) STATE DIRECT SERVICE COST: NO MATCH REQUIREMENT
(3) STATE DIRECT SERVICE COST: INCLUDES IN-KIND SERVICES
(4) ALLOCATION COLUMNS ADJUSTED TO INCLUDE SFY '88 5% COST OF LIVING ALLOWANCE (COLA) FOR COMMUNITY CONTRACTED SERVICES
* JERSEY CITY MODEL CITIES

SOURCE: DIVISION OF YOUTH & FAMILY SERVICES, OFFICE OF BUDGET AND ACCOUNTING (5/87).

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

SFY 1988 SUBSIDIZED CHILD CARE SERVICES ADMINISTERED THROUGH DYFS

TOTAL NUMBER OF SLOTS SERVING CHILDREN BY AGE (1)

SERVICE	AGES 0-2 YEARS INF/TOD	AGES 3-5 YEARS PS	AGES 5 YRS AND UP BAK	AS	SC	MIXED (2)	TOTAL
SSBG Contracted Centers in Local Communities	605	8,170	550	2,040	2,120		13,485
SSBG Contracted Family Day Care Homes						270	270
State Aid Child Care Initiatives							
• Head Start Like Programs							Not Avail.
• SSBG Funded Child Care Service Expansion and Enhancement							Not Avail.
State Centers Operated by DYFS	15	880		15	15		925
Purchased Services in Vendor Contracted Ctrs. (2&3)						1,050	1,050
Voucher Projects (2&3)						150	150
GRAND TOTAL	**620**	**9,050**	**550**	**2,055**	**2,135**	**1,470**	**15,880**

TOTAL NUMBER OF SLOTS BY MONTHS OF OPERATION

Full Year:	12 Months (Family and Center Based Care for Inf/PS):	9,940
Part Year:	9 Months (AS/BAK):	2,605
	3 Months (SC):	2,135
Total (4):		14,680

KEY:

(1) Count of slots may change during the fiscal year due to contract adjustments upon renewal. Count adjusted to include SFY '86 State Aid Child Care Initiative for SSBG Funded Child Care Expansion

(2) Count of slots by age not constant due to changing family service needs.

(3) Averaged Count

(4) 1,200 slots (vouchers and purchased services in vendor contracted centers) not included in total count. Count of slots not constant due to changing family service needs.

INF—Infant/Toddler
PS—Preschool
BAK—Before and/or after Kindergarten
AS—After School
SC—Summer School

SOURCE: DIVISION OF YOUTH AND FAMILY SERVICES, OFFICE OF CONTRACT ADMINISTRATION AND OFFICE OF BUDGET AND ACCOUNTING (3/87).

Table 14

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

ANTICIPATED SFY 1987 FUNDING FOR SUBSIDIZED CHILD CARE SERVICES

SERVICE	ITEM	FEDERAL (1)	ALLOCATION (4) STATE	(SUB-TOTAL)	LOCAL MATCH	FEES	GRAND TOTAL
SSBG FUNDED CHILD CARE SERVICES	• Community-based Day Care Centers	$10,919,452	$16,379,177	$27,298,629	$8,956,210	$4,937,000	$41,191,839
	• Family Day Care Community Development	327,044	490,566	817,610	204,402	Not Applicable	1,022,012
	• State Centers Operated by DYFS (2)	1,859,600	2,789,400	4,349,000	(300,000)*	150,000	4,799,000
	• County Welfare Agencies	269,739		269,739		Not Applicable	269,739
	(Sub-Total)	$13,375,835	$19,659,143	$32,734,978	$9,460,612	$5,087,000	$47,282,590
PRIVATE VENDOR PROVIDERS (2)	• Open Purchase of Service/Cost Reimbursement Contracts		2,837,919	2,837,919		3,000	2,840,919
CCR&R SYSTEM	• Clearinghouse (3)		108,150	108,150		Not	108,150
	• Resource Centers		329,600	329,600	56,650	Applicable	386,250
	(Sub-Total)		$ 437,750	$ 437,750	$ 56,650		$ 494,400
VOUCHER PROJECTS (2)	• Southern Reg. Pilot		100,000	100,000		30,000	130,000
	• Hudson County Pilot (3)		275,000	275,000		Not Applicable	275,000
	(Sub-Total)		$ 375,000	$ 375,000		$ 30,000	$ 405,000
GRAND TOTAL		**$13,375,835**	**$23,309,812**	**$36,385,647**	**$9,517,262**	**$5,120,000**	**$51,022,909**

KEY: (1) FEDERAL & STATE PORTIONS BASED ON PERCENT OF TOTAL SSBG ALLOCATION AVAILABLE FOR SERVICES PROVIDED THRU DYFS
(2) STATE DIRECT SERVICE COST: NO MATCH REQUIREMENT
(3) STATE DIRECT SERVICE COST: INCLUDES IN-KIND SERVICES
(4) ALLOCATION COLUMNS ADJUSTED TO INCLUDE SFY '87 3% COST OF LIVING ALLOWANCE (COLA) FOR COMMUNITY CONTRACTED SERVICES
* JERSEY CITY MODEL CITIES

SOURCE: DIVISION OF YOUTH & FAMILY SERVICES, OFFICE OF BUDGET AND ACCOUNTING (5/87).

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

SFY 1987 SUBSIDIZED CHILD CARE SERVICES ADMINISTERED THROUGH DYFS

TOTAL NUMBER OF SLOTS SERVING CHILDREN BY AGE (1)

SERVICE	AGES 0-2 YEARS INF/TOD	AGES 3-5 YEARS PS	AGES 5 YRS AND UP BAK	AS	SC	MIXED (2)	TOTAL
SSBG Contracted Centers in Local Communities	605	8,170	550	2,040	2,120		13,485
SSBG Contracted Family Day Care Homes						270	270
(Subtotal)							(13,755)
State Centers Operated by DYFS	15	880		15	15		925
Purchased Services in Vendor Contracted Ctrs. (2&3)						960	960
Voucher Projects (2&3)						150	150
GRAND TOTAL	**620**	**9,050**	**550**	**2,055**	**2,135**	**1,380**	**15,790**

TOTAL NUMBER OF SLOTS BY MONTHS OF OPERATION

Full Year:	12 Months (Family and Center Based Care for Inf/PS):	9,940
Part Year:	9 Months (AS/BAK):	2,605
	3 Months (SC):	2,135
Total (4):		14,680

KEY:
(1) Count of slots may change during the fiscal year due to contract adjustments upon renewal. Count adjusted to include SFY '86 State Aid Child Care Initiative.
(2) Count of slots by age not constant due to changing family service needs.
(3) Averaged Count
(4) 1,110 slots (vouchers and purchased services in vendor contracted centers) not included in total count. Count of slots not constant due to changing family service needs.

INF—Infant/Toddler
PS—Preschool
BAK—Before and/or after Kindergarten
AS—After School
SC—Summer School

SOURCE: DIVISION OF YOUTH AND FAMILY SERVICES, OFFICE OF CONTRACT ADMINISTRATION AND OFFICE OF BUDGET AND ACCOUNTING (3/87).

Table 16

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

ACTUAL SFY 1986 FUNDING FOR SUBSIDIZED CHILD CARE SERVICES

SERVICE	ITEM	FEDERAL (1)	ALLOCATION (4) STATE	(SUB-TOTAL)	LOCAL MATCH	FEES	GRAND TOTAL
SSBG FUNDED CHILD CARE SERVICES	• Community-based Day Care Centers	$11,416,919	$12,874,398	$24,291,317	$7,893,772	$4,536,325	$36,721,414
	• Family Day Care Community Development	300,652	339,034	639,686	159,922	Not Applicable	799,608
	• State Centers Operated by DYFS	2,091,500	2,358,500	4,150,000	(300,000)*	150,000	4,600,000
	• County Welfare Agencies	252,882		252,882		Not Applicable	252,882
	(Sub-Total)	$14,061,953	$15,571,932	$29,333,885	$8,353,694	$4,686,325	$42,373,904
PRIVATE VENDOR PROVIDERS (2)	• Open Purchase of Service/Cost Reimbursement Contracts		2,579,317	2,579,317		Not Applicable	2,579,317
CCR&R SYSTEM	• Clearinghouse (3)		105,000	105,000		Not	105,000
	• Resource Centers		320,000	320,000	55,000	Applicable	375,000
	(Sub-Total)		$ 425,000	$ 425,000	$ 55,000		$ 480,000
VOUCHER PROJECTS (2)	• Southern Reg. Pilot		100,000	100,000		Not Available	100,000
	• Hudson County Pilot (3)		275,000	275,000		Not Applicable	275,000
	(Sub-Total)		$ 375,000	$ 375,000			$ 375,000
GRAND TOTAL		**$14,061,953**	**$18,951,249**	**$32,713,202**	**$8,408,694**	**$4,686,325**	**$45,808,221**

KEY:
(1) FEDERAL & STATE PORTIONS BASED ON PERCENT OF TOTAL SSBG ALLOCATION AVAILABLE FOR SERVICES PROVIDED THRU DYFS
(2) STATE DIRECT SERVICE COST: NO MATCH REQUIREMENT
(3) STATE DIRECT SERVICE COST: INCLUDES IN-KIND SERVICES
(4) ALLOCATION COLUMNS ADJUSTED TO INCLUDE SFY '86 CHILD CARE INITIATIVES INCLUDING 5% COST OF LIVING ALLOWANCE (COLA) FOR COMMUNITY AGENCIES AND $1.5 MILLION HSAC EXPANSION OF THE SSBG FUNDED CHILD CARE SERVICE DELIVERY SYSTEM
* JERSEY CITY MODEL CITIES

SOURCE: DIVISION OF YOUTH & FAMILY SERVICES, OFFICE OF BUDGET AND ACCOUNTING (5/87).

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES

SFY 1986 SUBSIDIZED CHILD CARE SERVICES ADMINISTERED THROUGH DYFS

TOTAL NUMBER OF SLOTS SERVING CHILDREN BY AGE (1)

SERVICE	AGES 0-2 YEARS INF/TOD	AGES 3-5 YEARS PS	AGES 5 YRS AND UP BAK	AS	SC	MIXED (2)	TOTAL
SSBG Contracted Centers in Local Communities	505	8,000	550	1,540	1,955		12,550
SSBG Contracted Family Day Care Homes						205	205
State Aid Child Care Initiatives	100	170		500	165		935
• SSBG Center-Based Expansion							
• SSBG Family Day Care Expansion						65	65
• Southern Region Voucher Project						50	50
State Centers Operated by DYFS	15	880		15	15		925
Purchased Services in Vendors Contracted Ctrs. (2&3)						950	950
Hudson Voucher Project (2&3)						120	120
GRAND TOTAL	**620**	**9,050**	**550**	**2,055**	**2,135**	**1,390**	**15,800**

TOTAL NUMBER OF SLOTS BY MONTHS OF OPERATION

Full Year:	12 Months (Family and Center Based Care for Inf/PS):	9,940
Part Year:	9 Months (AS/BAK):	2,605
	3 Months (SC):	2,135
Total (4):		14,680

KEY:
(1) Count of slots may change during the fiscal year due to contract adjustments upon renewal.
(2) Count of slots by age not constant due to changing family service needs.
(3) Averaged Count
(4) 1,120 slots (vouchers and purchased services in vendor contracted centers) not included in total count. Count of slots not constant due to changing family service needs.

INF—Infant/Toddler
PS—Preschool
BAK—Before and/or after Kindergarten
AS—After School
SC—Summer School

SOURCE: DIVISION OF YOUTH AND FAMILY SERVICES, OFFICE OF CONTRACT ADMINISTRATION AND OFFICE OF BUDGET AND ACCOUNTING (3/87).

DEPARTMENT OF HUMAN SERVICES
DIVISION OF PUBLIC WELFARE

ACTUAL SFY 1987 TITLE IV-A CHILD CARE PAYMENTS

COUNTY	AVERAGED MONTHLY COUNT OF FAMILIES SERVED	AVERAGED MONTHLY COUNT OF CHILDREN SERVED	AVERAGE MONTHLY CHILD CARE REIMBURSEMENTS	TOTAL ANNUAL EXPENDITURE
ATLANTIC	8	11	$119.58	$ 16,381.83
BERGEN	31	38	113.86	52,377.08
BURLINGTON	2	2	113.56	2,725.60
CAMDEN	57	98	69.15	81,600.72
CAPE MAY	5	9	49.81	5,529.08
CUMBERLAND	5	8	58.76	5,228.82
ESSEX	14	19	228.41	52,990.74
GLOUCESTER	13	21	77.49	19,638.61
HUDSON	24	41	78.23	38,335.00
HUNTERDON	10	12	70.50	10,433.50
MERCER	14	20	85.19	20,786.68
MIDDLESEX	81	142	104.93	178,905.00
MONMOUTH	187	249	158.58	474,637.23
MORRIS	16	24	156.77	44,366.00
OCEAN	47	66	132.07	104,867.42
PASSAIC	21	8	266.94	26,426.57
SALEM	18	26	68.43	21,418.73
SOMERSET	39	53	90.07	57,552.76
SUSSEX	11	22	102.02	26,525.40
UNION	37	52	102.53	63,362.00
WARREN	7	12	101.05	14,450.50
STATEWIDE	**646**	**935**	**$117.51**	**$1,318,644.27**

NOTE: DATA CONSTITUTES COUNTY WELFARE AGENCY (CWA) INITIAL OR ADDITIONAL VENDOR REIMBURSEMENTS TO AFDC CLIENTS FOR CHILD CARE SERVICES.
AVG. MONTHLY COUNT OF FAMILIES & CHILDREN SERVED MAY BE SLIGHTLY HIGHER AND AVG. MONTHLY REIMBURSEMENTS LOWER DUE TO REPORTING SYSTEM ANOMALIES.

SOURCE: DIVISION OF PUBLIC WELFARE, BUREAU OF BUSINESS SERVICES, CSP FISCAL UNIT (6/87).

DEPARTMENT OF HUMAN SERVICES
DIVISION OF PUBLIC WELFARE

ACTUAL SFY 1986 TITLE IV-A CHILD CARE PAYMENTS

COUNTY	AVERAGED MONTHLY COUNT OF FAMILIES SERVED	AVERAGED MONTHLY COUNT OF CHILDREN SERVED	AVERAGE MONTHLY CHILD CARE REIMBURSEMENTS	TOTAL ANNUAL EXPENDITURE
ATLANTIC	9	14	$ 82.81	$ 13,912.09
BERGEN	35	45	107.16	57,545.00
BURLINGTON	4	7	54.93	4,778.85
CAMDEN	37	59	78.37	55,717.83
CAPE MAY	7	13	57.08	8,676.00
CUMBERLAND	6	12	50.19	7,227.49
ESSEX	16	19	165.50	37,568.00
GLOUCESTER	11	18	69.29	14,965.90
HUDSON	19	26	53.24	27,970.00
HUNTERDON	11	12	96.78	12,581.95
MERCER	15	19	89.56	20,866.78
MIDDLESEX	84	177	93.52	198,455.00
MONMOUTH	190	244	173.78	509,694.00
MORRIS	20	25	151.79	45,383.96
OCEAN	86	123	108.33	159,465.98
PASSAIC	28	39	91.25	42,888.50
SALEM	24	34	59.30	24,315.00
SOMERSET	32	49	91.90	54,218.23
SUSSEX	16	21	117.76	29,321.58
UNION	57	84	88.01	88,713.00
WARREN	4	8	66.68	6,601.00
STATEWIDE	**709**	**1,036**	**$122.39**	**$1,420,766.14**

NOTE: DATA CONSTITUTES COUNTY WELFARE AGENCY (CWA) INITIAL OR ADDITIONAL VENDOR REIMBURSEMENTS TO AFDC CLIENTS FOR CHILD CARE SERVICES.
AVG. MONTHLY COUNT OF FAMILIES AND CHILDREN SERVED MAY BE SLIGHTLY HIGHER AND AVERAGE MONTH REIMBURSEMENT LOWER DUE TO REPORTING SYSTEM ANOMALIES.

SOURCE: DIVISION OF PUBLIC WELFARE, BUREAU OF BUSINESS SERVICES, CSP FISCAL UNIT (6/87).

Table 20

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF PUBLIC WELFARE

STATISTICS ON AFDC CHILD CARE INCOME DISREGARDS

COUNTY	FAMILIES RECEIVING DISREGARDS	PERCENT OF TOTAL AFDC CASES	CHILDREN SERVED	AVERAGE CHILD CARE ALLOWANCE	TOTAL EXPENDURE
ATLANTIC	23	.65%	41	$117.08	$ 2,693
BERGEN	38	1.77%	67	109.60	4,165
BURLINGTON	79	2.62%	134	79.37	6,271
CAMDEN	254	1.98%	528	97.38	24,736
CAPE MAY	26	2.43%	51	118.80	3,089
CUMBERLAND	46	1.18%	97	96.84	4,455
ESSEX	183	0.56%	401	103.52	18,945
GLOUCESTER	20	0.72%	33	63.55	1,271
HUDSON	89	0.57%	201	100.32	8,929
HUNTERDON	6	2.76%	10	63.00	379
MERCER	72	1.25%	157	89.19	6,422
MIDDLESEX	98	2.12%	195	96.47	9,455
MONMOUTH	149	3.08%	283	78.93	11,761
MORRIS	28	3.31%	60	78.46	2,197
OCEAN	101	3.23%	223	113.27	11,441
PASSAIC	107	1.21%	250	88.15	9,433
SALEM	11	0.86%	17	76.72	844
SOMERSET	31	3.77%	55	118.77	3,682
SUSSEX	7	1.99%	13	118.00	826
UNION	34	0.57%	72	80.97	2,753
WARREN	11	1.47%	21	69.63	766
STATEWIDE	**1,413**	**1.23%**	**2,909**	**$ 95.19**	**$134,512**

NOTES: BASED ON CODES/FAMIS SYSTEM AZ7 REPORT NO. 283 FOR A ONE MONTH PERIOD ENDING 5/31/86. THE MAXIMUM CHILD CARE INCOME DISREGARD ALLOWANCE IS $160.00 PER MONTH FOR FULL-TIME EMPLOYMENT. LOWER AMOUNTS INDICATED MAY REFLECT CHILD CARE ALLOWANCES FOR PART-TIME EMPLOYMENT.

SOURCE: DIVISION OF PUBLIC WELFARE, SYSTEMS ANALYSIS & DEVELOPMENT UNIT (8/87).

Table 21

NEW JERSEY DEPARTMENT OF EDUCATION
BUREAU OF CHILD NUTRITION PROGRAMS

ANTICIPATED SFY 1987 CHILD CARE FOOD PROGRAM REIMBURSEMENTS PAID TO CENTER-BASED SPONSORING AGENCIES (NUMBER OF SPONSORING AGENCIES AND AMOUNT PAID PER COUNTY BY SPONSOR TYPE)

COUNTY	#	HEAD START	#	SSBG	#	PRIVATE NON-PROFIT	#	MILITARY	#	OTHER	#	TOTALS
ATLANTIC	(1)	$ 138,859	(2)	$ 42,876	(3)	$ 16,206			(2)	$ 15,334	(8)	$ 213,275
BERGEN	(2)	35,954	(8)	164,560	(6)	23,646					(16)	224,160
BURLINGTON	(1)	85,596	(4)	63,279	(2)	17,957	(2)	$ 78,722			(9)	245,554
CAMDEN	(1)	114,531	(12)	740,536	(4)	70,117			(2)	2,010	(19)	927,194
CAPE MAY												-0-
CUMBERLAND	(1)	49,672	(2)	55,970	(3)	20,303			(2)	42,233	(8)	168,178
ESSEX	(7)	714,702	(38)	1,477,819	(12)	204,799			(2)	266,607	(59)	2,663,927
GLOUCESTER			(3)	80,979	(1)	1,598					(4)	82,577
HUDSON	(4)	292,694	(9)	284,309	(9)	126,150			(1)	400	(23)	703,553
HUNTERDON												-0-
MERCER	(2)	128,050	(18)	326,709	(10)	79,973			(1)	427,082*	(31)	961,814
MIDDLESEX	(1)	132,679	(7)	173,720	(4)	21,114			(1)	515	(13)	328,028
MONMOUTH	(1)	142,264	(3)	56,131	(3)	64,971	(1)	31,473			(8)	294,839
MORRIS	(1)	16,604	(10)	162,913	(4)	34,588	(1)	2,062	(1)	230	(17)	216,397
OCEAN	(1)	39,373	(3)	71,018	(1)	8,306					(5)	118,697
PASSAIC	(3)	175,158	(14)	640,592	(2)	126,760					(19)	942,510
SALEM			(1)	10,880							(1)	10,880
SOMERSET	(1)	22,368	(2)	41,896	(2)	5,555					(5)	69,819
SUSSEX			(2)	17,522							(2)	17,522
UNION	(2)	76,408	(18)	521,447	(10)	194,828	(1)	14,204	(1)	3,160	(32)	810,047
WARREN	(1)	57,302	(1)	15,645							(2)	72,947
STATEWIDE	**(30)**	**$2,222,214**	**(157)**	**$4,948,801**	**(76)**	**$1,016,871**	**(5)**	**$126,461**	**(13)**	**$757,571**	**(281)**	**$9,071,912**

KEY: # NUMBER OF PARTICIPATING AGENCIES
* STATE CENTERS OPERATED BY DYFS

SOURCE: NEW JERSEY DEPARTMENT OF EDUCATION, DIVISION OF FINANCE (8/87).

Table 22

NEW JERSEY DEPARTMENT OF EDUCATION
BUREAU OF CHILD NUTRITION PROGRAMS

ANTICIPATED SFY 1987 CHILD CARE FOOD PROGRAM REIMBURSEMENTS PAID TO FAMILY DAY CARE SPONSORING ORGANIZATIONS

COUNTY	SPONSORING AGENCY	TOTAL
ATLANTIC	ATLANTIC COUNTY WOMEN'S CENTER	$ 63,746.77
BURLINGTON	COMMUNITY DEVELOPMENT CORP.	194,760.08
	VISITING HOMEMAKER & HEALTH SERVICES	25,022.85
CUMBERLAND	MARTIN LUTHER KING	62,517.21
	TEST CITY, INC.	215,195.27
ESSEX	DAY NURSERIES, INC.	7,521.80
	IRONBOUND COMMUNITY DEVELOPMENT CORP.	8,791.29
GLOUCESTER	FDC OF GLOUCESTER COUNTY	85,415.36
HUDSON	VISITING HOMEMAKER SERVICES OF HUDSON CO.	293,146.73
	UNION CITY DAY CARE PROGRAM, INC.	16,456.11
MERCER	CHILDREN'S HOME SOCIETY OF NEW JERSEY	45,253.59
MIDDLESEX	MIDDLESEX COUNTY BOARD OF SOCIAL SERVICES	119,747.53
	RAHWAY DCC	2,463.92
MONMOUTH	FORT MONMOUTH CHILD DEVELOPMENT SERVICES	46,356.89
MORRIS	CHILDREN'S SERVICES OF MORRIS COUNTY	114,503.18
PASSAIC	PASSAIC COUNTY 4-C's	302,188.13
UNION	COMMUNITY COORDINATED CHILD CARE OF UNION COUNTY	27,426.15
TOTAL:		**$1,545,097.50**

SOURCE: NEW JERSEY DEPARTMENT OF EDUCATION, DIVISION OF FINANCE (8/87).

Table 23

UNITED WAYS OF NEW JERSEY

1987 UNITED WAY CONTRIBUTIONS TO COMMUNITY CHILD CARE PROGRAMS

LOCATION	AGENCY	MATCHING GRANT FUNDS	FLAT ALLOCATIONS	PROGRAMS RECEIVING FUNDING	TOTAL ALLOCATION
ASBURY PARK	UNITED WAY OF MONMOUTH COUNTY		$125,688	5	$ 125,688
BASKING RIDGE	SOMERSET HILLS COMMUNITY CHEST/UNITED WAY	N/A	N/A	1	63,000
BLOOMFIELD	UNITED WAY OF BLOOMFIELD	$ 4,000		1	4,000
MORRISTOWN	UNITED WAY OF MORRIS COUNTY	257,029	241,235	14	498,264
MOUNT HOLLY	UNITED WAY OF BURLINGTON COUNTY	18,928		1	18,928
NEWARK	UNITED WAY OF ESSEX & WEST HUDSON	398,309		8	398,309
PRINCETON JUNCTION	UNITED WAY-PRINCETON AREA COMMUNITIES	56,673	114,800	6	171,473
SALEM	UNITED WAY OF SALEM COUNTY, INC.	N/A	N/A	5	172,800
SOMERVILLE	UNITED WAY OF SOMERSET VALLEY	N/A	N/A	4	104,500
SUMMIT	UNITED WAY OF SUMMIT & NEW PROVIDENCE	44,500	19,750	2	64,250
TOMS RIVER	UNITED WAY OF OCEAN COUNTY	N/A	N/A	4	118,900
TOTOWA	UNITED WAY OF PASSAIC VALLEY	68,575	70,697	4	139,272
TRENTON	DELAWARE VALLEY UNITED WAY	N/A	N/A	4	113,229
WOODBURY	UNITED WAY OF GLOUCESTER COUNTY		81,929	4	81,929
TOTAL		**$848,014**	**$654,099**	**63**	**$2,074,542**

NOTE: BASED ON RESPONSES RECEIVED (58.3%) FROM 3/87 TELEPHONE SURVEY OF UNITED WAY ORGANIZATIONS IN NEW JERSEY

SOURCE: DIVISION OF YOUTH & FAMILY SERVICES, OFFICE OF POLICY, PLANNING & SUPPORT (3/87).

Table 24

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF GENERAL ACADEMIC EDUCATION

PROJECTED SFY 1988 STATE AID FUNDING FOR PRE-KINDERGARTEN PROGRAMS IN NEW JERSEY PUBLIC SCHOOLS

COUNTY	FUNDED DISTRICTS	NUMBER OF STUDENTS ENROLLED	FUNDING ALLOCATION
ATLANTIC	4	190	$ 167,920
BERGEN	10	592	261,266
BURLINGTON	5	460	657,134
CAMDEN	5	913	898,357
CAPE MAY	0	0	0
CUMBERLAND	4	279	189,100
ESSEX	3	545	285,242
GLOUCESTER	2	65	88,676
HUDSON	3	268	576,358
HUNTERDON	0	0	0
MERCER	0	0	0
MIDDLESEX	5	523	1,361,128
MONMOUTH	6	322	609,421
MORRIS	6	104	213,071
OCEAN	0	0	0
PASSAIC	2	268	212,027
SALEM	4	95	102,288
SOMERSET	5	115	248,439
SUSSEX	0	0	0
UNION	8	1023	1,124,316
WARREN	0	0	0
STATEWIDE	**72**	**5762**	**$6,994,744**

NOTE: COUNT MAY INCLUDE CHILDREN SERVED IN ECIA CHAPTER 1 FUNDED PRE-KINDERGARTEN PROGRAMS.

SOURCE: NEW JERSEY DEPARTMENT OF EDUCATION, DIVISION OF FINANCE (7/87).

Table 25

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

ANTICIPATED SFY 1987 ECIA CHAPTER 1 FUNDING FOR PRE-KINDERGARTEN PROGRAMS IN NEW JERSEY PUBLIC SCHOOLS

COUNTY	FUNDED DISTRICTS	NUMBER OF STUDENTS SERVED	FUNDING ALLOCATION
ATLANTIC	2	100	$ 33,476
BERGEN	4	99	70,573
BURLINGTON	1	65	1,600
CAMDEN	5	926	695,013
CAPE MAY	0	0	0
CUMBERLAND	3	185	65,988
ESSEX	1	170	125,000
GLOUCESTER	4	87	78,000
HUDSON	0	0	0
HUNTERDON	0	0	0
MERCER	0	0	0
MIDDLESEX	2	119	73,500
MONMOUTH	5	329	270,700
MORRIS	1	10	10,000
OCEAN	0	0	0
PASSAIC	0	0	0
SALEM	2	70	78,000
SOMERSET	3	82	88,941
SUSSEX	0	0	
UNION	5	571	509,800
WARREN	2	66	48,499
STATEWIDE	**40**	**2,879**	**$2,149,090**

SOURCE: NEW JERSEY DEPARTMENT OF EDUCATION, OFFICE OF COMPENSATORY EDUCATION (4/87).

Table 26

NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF PUBLIC WELFARE

MUNICIPALITIES WITH THE LARGEST AFDC POPULATIONS

MUNICIPALITY	NUMBER OF AFDC FAMILIES	AFDC CHILDREN AGES 2-6 YRS.	AFDC CHILDREN AGES 7-11 YRS.
NEWARK	23,351	12,212	16,247
JERSEY CITY	9,754	5,514	6,916
CAMDEN	8,861	5,565	6,498
PATERSON	6,026	3,372	4,628
TRENTON	5,217	2,958	3,387
EAST ORANGE	4,292	2,163	2,953
ELIZABETH	3,247	1,788	2,308
IRVINGTON	2,576	1,269	2,953
PASSAIC	2,055	1,176	1,526
UNION CITY	1,897	1,015	1,262
ATLANTIC CITY	1,769	1,165	1,211
PLAINFIELD	1,412	804	860
PERTH AMBOY	1,356	766	873
VINELAND	1,314	675	839
ORANGE	1,287	646	818
BRIDGETON	1,143	672	494
NEW BRUNSWICK	1,107	623	667
HOBOKEN	1,095	543	771
ASBURY PARK	1,051	647	743
LAKEWOOD	892	547	620
LONG BRANCH	881	508	560
(SUB TOTAL)	80,523	44,628	56,774
AREAS OTHER	32,172	17,655	19,206
STATE TOTAL	112,695	62,283	75,980

SOURCE: DIVISION OF PUBLIC WELFARE, SYSTEMS ANALYSIS & DEVELOPMENT UNIT: AZ7 REPORT NO. 234, AFDC CASE & CHILD COUNT (8/86).

For more information about
child care in the State of New Jersey,
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